



BUSINESS STUDIES

Intermediate and
Senior Divisions
1987

System Support Programs

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Course Codes

The system support programs section of the business studies guideline comprises three programs: office services, information processing, and shorthand and notemaking. The three programs include the following courses:

- Office Services, Basic Level, Intermediate Division (BSO)
- Office Services, Basic Level, Senior Division (BSO)
- Office Services Careers, Basic Level, Senior Division (BSC)
- Information Processing, General Level (BSI3G)
- Information Processing, General Level (BSI4G)
- Information Processing, Advanced Level (BSI3A)
- Information Processing, Advanced Level (BSI4A)
- Shorthand, General Level (BSH3G)
- Shorthand, General Level (BSH4G)
- Shorthand, Advanced Level (BSH3A)
- Shorthand, Advanced Level (BSH4A)
- Notemaking, General Level (BSN)
- Notemaking, Advanced Level (BSN)

BUSINESS STUDIES

System Support Programs

- 1. Office Services,
Intermediate and
Senior Divisions**
- 2. Information Processing,
Senior Division**
- 3. Shorthand and Notemaking,
Senior Division**

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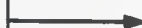
1. Office Services

Introduction

Program Description

Office services courses are designed to provide students with opportunities to acquire and apply the fundamental knowledge and office-practice skills, at a basic level of difficulty, that are required by office support staff. As illustrated in the diagram on page 7, this part of the business studies guideline authorizes three courses, for which students may earn a maximum of five in-school credits at the basic level of difficulty. Additional credits in this program may be earned through a co-operative education mode of delivery as authorized in section 5.11 of OSIS.

Intermediate Division**Senior Division**

**Basic
Level****Office Services
(BSO)
(1 credit)****Office Services
(BSO)
(2 credits)****Office Services Careers
(BSC)
(2 credits)**

Aims

The office environment today is more complex than in the past, with more attention being given to cost efficiency and productivity. Employees are required to understand fundamental business principles and procedures and to demonstrate appropriate work habits and attitudes, as well as self-sufficiency and reliability. Employees also need to be able to listen; to follow instructions; to speak, read, and write effectively; and to work co-operatively in small groups and productively on their own. The skills acquired in an office services program will form a useful part of students' general education and provide them with the skills, knowledge, and understandings they will require to function successfully in a business-oriented society.

Accordingly, the aims of all office services courses are to provide students with opportunities to:

- develop an understanding of business procedures;
- practise the skills required for direct entry to and successful employment in the working world;
- develop and apply those personal skills, attitudes, and co-operative work habits required for effective interpersonal relations in an office environment.

Teaching Strategies

In addition to the general teaching strategies included in the business studies policy document *Policy for Program Planning and Delivery*, teaching strategies for office services courses are included both in this section and in the descriptions of the specific office services courses that follow.

Teacher-centred lessons should be kept short. Where possible, particular topics or concepts should be introduced or reinforced through classroom discussions and activities. Students should be encouraged to build on their existing understandings of business practice as they develop new concepts or skills related to the aims of this program. In order to provide a sense of relevance to classroom assignments and learning activities, teachers are encouraged to make use of speakers, tours, field trips, videos, films, filmstrips, and slide presentations. Teacher-supervised in-class simulations, as well as school-office, practice-office, resource-centre, or teacher-support responsibilities, should be assigned whenever possible to illustrate both the importance of individual classroom activities and the integration of individual skills and knowledge in office services work assignments.

Students can best acquire the skills and knowledge related to office services through teacher-supervised activities. They should be assigned keyboarding skill-development exercises and drills on a regular basis and should be required to set and work towards personal goals for speed, accuracy, and performance. They should complete their daily work assignments on a keyboard or in clear, neat handwriting.

Students should also be provided with opportunities to share the responsibility for the completion of larger assignments by working in small groups. In such cases they should be encouraged to organize the work process, assign individual tasks to members of their work team, and evaluate both the process of completing the assignment and their own contribution and that of other members of their team.

Activities that are required to support the program should be assigned to the class as a whole. Thus, students should be expected to share the responsibility for class filing, inventory control, equipment management, and the distribution of the workload.

Classroom equipment should match, as closely as possible, the kind of equipment that students will be expected to use on the job. Students should be exposed to current information-processing practices, current standards of records management, and up-to-date reprographic equipment.

The development of effective communication and interpersonal skills forms a large part of a successful office services program. Students should be required to listen to and follow instructions carefully, to organize material before committing it to written or oral form, to proofread and edit written material carefully, and to prepare all final presentations of materials using correct and standard forms of language.

The use of personal checklists is recommended to assist students in their development of effective interpersonal and communication skills, as well as to reinforce positive and effective work attitudes. Students can use these lists to evaluate their individual performances on assignments or to measure their accomplishments against their individual goals.

The development of students' ability to use reference materials (e.g., a telephone directory, postal-code reference book, dictionary, thesaurus, procedures manual) and accurately follow written instructions is a prime objective of an office services program. Students should be required to look up instructions for routine office assignments rather than be allowed to ask someone how to do them. They should be encouraged to plan their work according to the instructions given and to verify with the supervising teacher only those aspects of the assignment of which they are still unsure.

The maintenance and use of records is an important component in office work, and students should be required to maintain personal folders for both completed assignments and work in process. Each student should develop and use appropriately arranged and organized notebooks throughout the program. The notes included in these manuals could be copied from teacher-directed, class-composed, and chalkboard-outlined materials. Students should be evaluated on their ability to organize, maintain, and use their personal files and notebooks as effective reference tools in the performance of their assignments.

Evaluation of Student Achievement

General suggestions for the evaluation of student achievement may be found in the business studies policy document *Policy for Program Planning and Delivery*. The following recommendations relate to all office services courses. Additional suggestions for assessment are included in the "Teaching and Assessment Strategies" section for each office services course.

Students should participate in daily informal evaluation procedures that are designed to reinforce positively their achievements. Peer and self-evaluation of work habits, attitudes, organizational skills, and performance standards should also be a regular part of this program.

Student assignments can be evaluated for correctness, neatness, and keyboarding proficiency. The production of mailable or neatly corrected copy should be the goal of each student in an office services program. However, depending on the progress and ability of each individual student, completed assignments with one or two keyboarding errors may be considered acceptable in the first course provided that students demonstrate an awareness of the need for, and are working towards the production of, mailable-quality copy for all of their completed keyboarding assignments.

The performance evaluation of each assignment, activity, or simulation should include opportunities for self-appraisal. Students should be fully aware of both the criteria for evaluation and ways in which marks could have been improved. A regular performance-appraisal interview involving the teacher and each student can be a very rewarding experience for both parties.

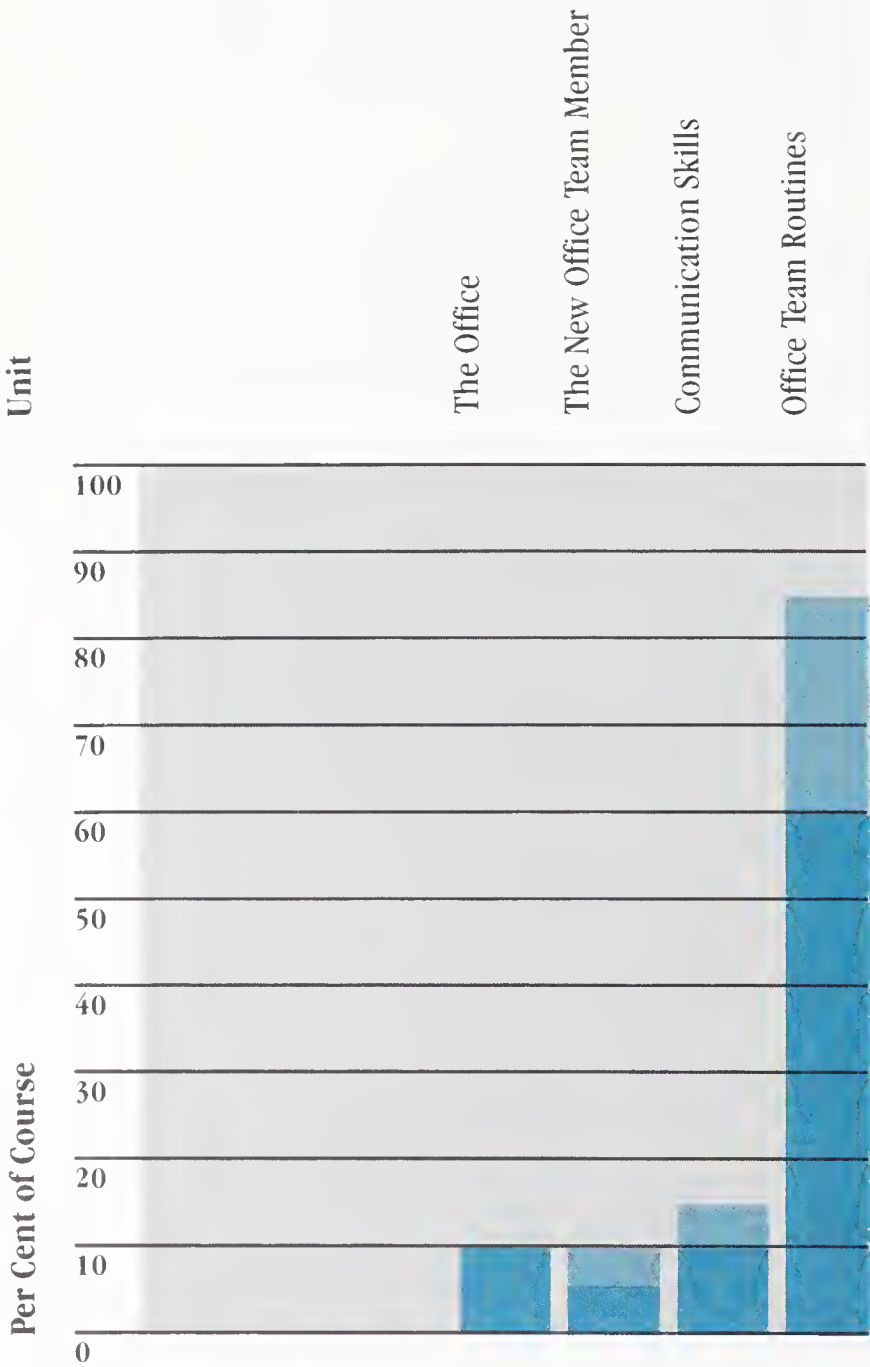
The following "Sample Evaluation Chart" indicates an appropriate percentage breakdown for the overall evaluation for each of the courses in the office services program.

Sample Evaluation Chart

Course Component

Office Services (BSO), Intermediate Division	Per Cent of Total Mark
Assignments, projects	50
Notebooks, personal folders, personal work habits and attitudes	20
Tests, exams	30
Office Services (BSO), Senior Division	
Assignments, projects, simulations	40
Practice office, work experience	15
Personal work habits and attitudes, notebooks, personal folders	15
Tests, exams	30
Office Services Careers (BSC)	
Assignments, projects, simulations	40
Notebooks, personal folders	10
Practice office, work experience	15
Personal work habits and attitudes	5
Tests, exams	30

Office Services, Basic Level (BSO), Intermediate Division



Introduction

This Intermediate Division course will introduce students to general office routines and provide opportunities for them to improve their communication and interpersonal skills. Students may earn one in-school credit in this course, for which Keyboarding I is a prerequisite.

This course will provide students with opportunities to:

- develop an understanding of business terms, standards, organization, and procedures;
- acquire office-related skills and routines and apply them in their personal business dealings and in employment;
- demonstrate their ability to become office team members and to participate in team activities;
- develop effective communication and interpersonal skills and procedures.

Teaching and Assessment Strategies

The teaching and assessment strategies included here are specific to this office services course at the basic level and are suggested in addition to the general strategies for teaching and for evaluating student achievement outlined in the introduction to the office services program and in the business studies policy document *Policy for Program Planning and Delivery*.

Students in an office services course should learn in an environment in which the development of office skills, knowledge, and attitudes is made relevant to daily application in an office environment.

Students should have opportunities to develop and maintain their keyboarding skills, working from handwritten and rough-draft copy. They should be required to interpret proofreaders' marks, find and correct errors, reinsert and realign material, and edit text using electronic equipment. Word-processing terminology should be employed wherever possible. Students should have opportunities to observe and to use a variety of office equipment and procedures. Learning should be applied, where possible, to realistic situations, such as producing a class or school newspaper or working in the practice office. In order for students to acquire decision-making skills, they should be required to design and use appropriate formats for a variety of keyboarding applications. They should apply simple record-management techniques in maintaining their own work files in the classroom.

Several learning objectives can be combined in any particular office simulation. Students should be encouraged to practise their keyboarding during part of every class.

Students should be encouraged to interact with their local business community. They might examine the kinds of businesses in their community, participate in field trips, interview office workers, and listen to business representatives speak about office practices.

The important concepts of workplace safety and ergonomics should be included in appropriate sections of the course. Students should have opportunities to follow written and oral instructions for using and caring for equipment and should identify and apply required safety procedures. They should observe and learn to operate a variety of office equipment and have opportunities to assess the cost and convenience factors of the equipment.

Students should begin to assess and develop the qualities necessary for working effectively in an office environment. On the basis of short, teacher-directed discussions and case-studies group work, students should list the characteristics of a good team member and work at developing these characteristics in class assignments and in the practice office. They should compare their behaviour to that expected of employees in business, especially with regard to attendance and punctuality.

The procedures that will be followed in evaluating their performance should be communicated to students at the beginning of each unit of work. Students should have a clear understanding of the overall expectations for and weighting of tests, examinations, term work, and assignments; any policies established for dealing with missing assignments; standards of performance; and the availability of extra help or time for extra work.

Students should be encouraged to keep records of their own progress, so that they are aware of the need for remediation or improved effort. Teachers should reinforce effective performance and report student progress to students frequently.

Teachers should evaluate student performance on a variety of materials. These might include class exercises, production work, assignments, tests, notebooks, oral quizzes, and examinations.

Students should be encouraged to develop self-evaluation techniques and frequently compare their work either with models prepared by the teacher or fellow students or with the work of their classmates.

The following table outlines the core units of content for the course and the percentage of class time and relative emphasis for evaluation purposes that should be allocated to each unit. Note that the sequencing of units is left to the discretion of the teacher. The percentages suggested here allow for the inclusion of optional material of local interest within each unit or as an additional unit.

Suggested Time and Evaluation Framework

Unit	Per Cent of Course
I. The Office	10
II. The New Office Team Member	5-10
III. Communication Skills	10-15
IV. Office Team Routines	60-85

Students should be encouraged to develop their communication skills throughout this course. Unit III, therefore, should be integrated with and evaluated as part of each of the other units.

Course Content

The main items of course content for each unit are presented in bold-face type. Each of these is followed by more specific learning opportunities that relate to the main item of content. Note that all of the items in bold face are core content.



I. The Office

Core Content

Students will:

- list business establishments that employ office services staff;**
 - note different types of offices in the local community (e.g., those of insurance companies, banks, schools, stores, garages, restaurants);
 - participate in field trips to small and large offices;
 - interview friends and relatives employed in offices;
 - listen to speakers who have been invited to the classroom to talk to them about office services employment;
- list the kinds of equipment found in the business establishments described;**
 - note the various kinds of equipment, such as calculators, computer terminals, dictating systems, optical character readers, record-management equipment, telephones and telecommunications systems, typewriters, and word processors;
 - work in small groups to create bulletin-board displays of new kinds of business equipment;

3. describe the kind of entry-level positions available in the business establishments described;

- outline the duties of a general clerk, mail clerk, filing clerk, keyboard operator, receptionist, clerk-typist, customer-service representative;
- note the specific skills required for each of the positions described;

4. identify the effect of electronic equipment on the work performed by clerical personnel;

- interview clerical personnel to identify the many ways in which their work has changed over the past few years.

II. The New Office Team Member

Core Content

Students will:

- 1. describe the qualities they will require to work effectively as part of a work team;**
 - list the qualities required of a good team member (e.g., a willingness to work and the ability to meet deadlines, handle confidential materials, accept constructive criticism, and interact well with others);
 - work on case studies in groups or teams;
- 2. apply effective group dynamics, interpersonal skills, and acceptable deportment in curricular activities;**
 - assist in the practice office for a short period of time (e.g., a half-day per month);
 - practise acceptable behaviour and effective work habits in the class;
- 3. demonstrate an understanding of the importance of punctuality and regular attendance on the job and in the classroom;**
 - discuss how punctuality and attendance affect not only success at school but also success in the business world.

Optional Content

Students will:

– *originate and key announcements, invitations, menus, and programs;*

- use information supplied to them to originate documents for current school activities.

III. Communication Skills

Core Content

Students will:

1. use effective oral communication;

- use courteous and effective oral communication in the classroom when speaking to a group or on a one-to-one basis;

2. listen effectively to directions and interpret and follow them accurately;

- record key points from oral instructions, check for understanding, and follow the directions given;

3. compose and key answers to written and dictated questions;

- practise simple one-word answers, gradually moving on to short-sentence answers;

4. read with comprehension;

- check business forms and make decisions as to what information is required;
- use procedure and equipment manuals in the day-to-day completion of work assignments;

5. format and key business documents correctly;

- use basic reference books (e.g., dictionaries, telephone and postal-code directories);
- process forms of communication (e.g., letters and memoranda).

IV. Office Team Routines



The following table of subunits indicates a suggested time and evaluation framework for Office Team Routines:

A. Junior Clerk – Typing	30–40 per cent
B. Mail Processing	5–10 per cent
C. Records Management	15–20 per cent
D. Reprographics	10–15 per cent

A. Junior Clerk – Typing

Core Content

Students will:

- 1. key business forms correctly;**
 - discuss the purpose of forms and key them, concentrating on alignment with guide words, the placement of information on lines and in columns, and the use of acceptable formats, especially for cheques, receipts, invoices, statements of account, and purchase orders;
- 2. design and complete effective business forms for classroom activities;**
 - design forms using a variety of display techniques and complete them with the information provided;
- 3. complete form letters to a mailable standard;**
 - key variable information on preprinted letter forms;
 - use text-editing equipment to produce a variety of form letters, changing one variable for each letter;
 - prepare file copies of and envelopes for form letters;
- 4. key tabulations in an acceptable format;**
 - arrange information in rough-draft, tabulated form from unarranged material in which the main title and column headings are provided;
 - key final tabulations from rough drafts;
 - discuss the advantages of presenting information in tabulated form;
- 5. understand the use of, and key, simple inter-office memoranda;**
 - discuss the use of a memo as opposed to a letter and key memos from straight-copy materials using preprinted forms as well as plain paper;
- 6. apply effective proofreading, editing, and error-correction techniques;**
 - interpret proofreaders' marks, correct errors, reinsert, realign (squeeze and spread on typewriters), and insert/delete on text-editing equipment;
- 7. key reports in manuscript style;**
 - discuss the uses of manuscripts;
 - key one- and two-page unbound manuscripts from straight-copy, rough-draft, and handwritten material;
 - apply manuscript-placement rules and set up manuscripts with and without side headings;
 - key manuscript topics that cover current issues (e.g., labour legislation, working conditions).

Optional Content

Students will:

1. *calculate extensions and totals on various billing and shipping forms;*
 - calculate extensions and totals on invoices, purchase orders, and other financial statements;
2. *understand and identify the procedures used to process business forms;*
 - examine flow-chart techniques used for ordering, billing, shipping, and receiving procedures;
3. *prepare form letters for completion;*
 - design, key, and duplicate form letters in which they have allowed adequate space for making insertions from a prepared data base;
4. *produce letters from prepared-form paragraphs;*
 - key letters composed of standard-form paragraphs;
5. *key a variety of tabulations;*
 - tabulate material with the long edge inserted first, composing their own headings and using statistics;
6. *indicate the distribution of interoffice memoranda;*
 - duplicate memoranda for distribution to a number of persons;
7. *apply placement rules to increasingly complicated manuscripts;*
 - key bound manuscripts of three pages or more;
8. *key business forms in timed-production assignments;*
 - key simply arranged invoices, cheques, or receipts in a given time period (e.g., twenty minutes).

B. Mail Processing

Core Content

Students will:

1. **identify the kinds of delivery services available to business;**
 - identify the services offered by Canada Post, commercial couriers, and interbranch couriers, and examine the concept of electronic mail;
2. **list the uses of the different classes of mail and special services;**
 - identify the use of first-class, second-class, third-class, fourth-class, international, and registered mail, as well as bulk discounts;
 - collect a variety of envelopes illustrating cancelled stamps, postage-meter stamps, the postmark of the local community, air-mail notations, and franking privileges;
3. **use Canada Post rate charts;**
 - calculate the postage for various weights, classes, and destinations of mail;
4. **use postal-code directories;**
 - complete addresses by adding the correct postal codes.

Optional Content

Students will:

1. *complete a simplified electronic-mail simulation;*
 - use text-editing equipment to key a short letter or memo addressed to another student and store it on disk or tape;
 - call up the letter and compose a brief response, which they will then store;
2. *describe the procedures to be followed when mail is received;*
 - flow-chart mail-distribution procedures within a company;
 - take a field trip to a company that uses electronic mail.

C. Records Management

Core Content

Students will:

1. **recognize the importance of records management in the retrieval of information;**
 - identify and discuss the importance of accurate, systematic storage in facilitating the retrieval of various personal documents (e.g., chequebooks, notes) and business documents (e.g., correspondence, data);
2. **classify personal documents for filing purposes;**
 - identify the kind, purpose, degree of confidentiality, and life span of a variety of personal (e.g., financial) documents;
 - apply introductory rules for alphabetic filing;
 - code and sort individual and company names on file cards and summary sheets;
3. **list the uses for and the procedures of electronic filing;**
 - observe a simple alpha sort on text-editing equipment so that they are aware of how this kind of equipment makes efficient use of time;
4. **identify the need for cross-referencing in records management;**
 - prepare cross-reference cards for a variety of files that include foreign names and the names of business establishments and government agencies.

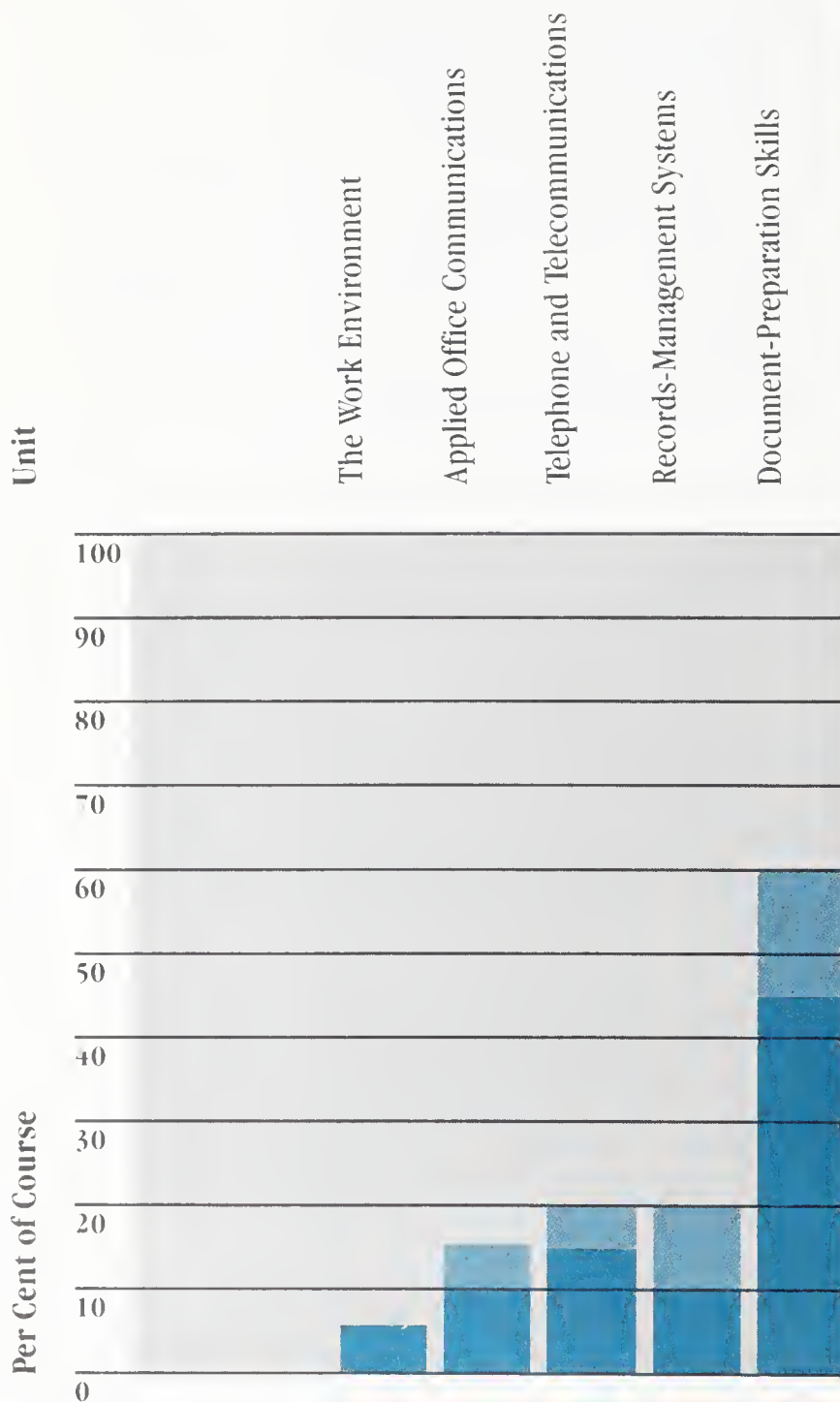
D. Reprographics

Core Content

Students will:

1. **identify various kinds of reprographic equipment;**
 - use photocopiers and offset duplicators and compare the cost of copies made on each;
 - print multiple copies from stored media;
2. **apply identified safety rules when operating reprographic equipment;**
 - identify safety procedures and any special apparel that is required;
3. **demonstrate an appreciation for the care of reprographic equipment;**
 - follow instructions for the turning on and off, cleaning, and general care of equipment;
4. **keep neat and accurate records of reprographic assignments;**
 - key work logs and dockets accurately and according to prescribed procedures.

Office Services, Basic Level (BSO), Senior Division



Introduction

This Senior Division course will allow students to continue to acquire and practise general office routines and effective communication and interpersonal skills. Students will have opportunities to develop further their keyboarding skills and to participate in a business simulation or practice-office work experience. Students may earn a maximum of two in-school credits in the Senior Division for this course, for which Office Services, Basic Level, Intermediate Division (BSO) or Keyboarding II, Basic Level (BKA) is a prerequisite.

This course will provide students with opportunities to:

- further develop and reinforce their keyboarding and communication skills;
- demonstrate and apply an understanding of present and future office services job requirements;
- demonstrate an ability to perform routine office assignments, such as handling incoming and outgoing mail, receiving and placing telephone calls, and completing reprographic- and records-management assignments;
- follow typical office instructions and complete assignments in an independent and responsible manner;
- participate in a business simulation or practice-office work experience.

Teaching and Assessment Strategies

The teaching and assessment strategies included here are specific to this office services course and are suggested in addition to the general strategies for teaching and for evaluating student achievement outlined in the introduction to this program and in the business studies policy document *Policy for Program Planning and Delivery*.

Learning should be related, wherever possible, to the real world of work. Students should have opportunities to work regularly in the school practice office and to participate in a work-experience program for an appropriate period of time during the course. Where possible, students should also have opportunities to work in groups on various across-the-curriculum projects, such as a school or class newspaper, a yearbook, and assignments for other subject teachers.

The practice office should provide opportunities for students to use keyboarding, text-editing, and reprographic equipment. Students should have opportunities to manage work-order and work-in-progress records and to complete assignments using paper and disk storage media. Effective communication skills can be applied in a practice-office setting in which students are required to take work orders, follow verbal and written instructions, instruct junior student assistants, discuss the progress of specific assignments with teachers and/or other student team workers, correctly use the practice-office telephone, proofread and correct copy, and complete self-evaluation forms that assess performance, attitudes, and satisfaction with work performance.

The practice office provides meaningful opportunities for students and teachers to discuss the personal qualities required for success in a business office, such as dependability and interpersonal skills. Students should be exposed to a large variety of jobs to optimize skill development.

Students should be encouraged to record their learning activities in a daily journal, a keyboarded report, or an oral presentation. They should also be encouraged to share the knowledge of equipment and procedures that they have gained from work experience.

Teachers should use articles, films, videotapes, speakers, class projects, displays, and discussions to help students learn about and consider important current issues, as well as to identify the personal skills they will need to succeed in a changing business environment. Students should be encouraged to solve problems by using various references such as their own notes, style guides, manuals, dictionaries, handbooks, and directories.

Text-editing equipment should be used to prepare keyboarded documents. Exposure to a variety of text-editing equipment during work-experience assignments or on field trips is helpful to students. Teachers should establish standards for documents and provide students with opportunities to correct keyboarding errors using a variety of methods. Students should have frequent opportunities to work from handwritten and rough-draft copy.

The approach to records management should be broad, stressing the concept of a complete system. Students could be asked to design a simple records-management system, perhaps for the practice office or for their own personal class materials. They should have opportunities to learn about a variety of records-management systems and procedures through films, field trips, and work experience. Students could prepare a collection of examples of storage media (e.g., paper, microfiche, and magnetic tape). They should have opportunities to store and retrieve data using electronic filing equipment.

Students can develop their communication skills through activities that require them to give simple oral and written instructions and compose a personal résumé. Their telephone and telecommunications skills can be developed through activities that make use of case studies, films, tape recordings, and the teletrainer and that provide practice in using the school phones and taking messages. Students should identify the importance of and develop good telephone manners. In all these activities, teachers should encourage careful listening and simple, correct speech.

If students are to meet a vocational level of skill development, they should have opportunities to learn to deal with the kinds of pressure found in business environments. Production assignments that allow the teacher to evaluate students' productivity and help them understand their level of achievement in vocational terms are an important component of this course. Students should be required to meet reasonable deadlines.

Students should be encouraged to assess their strengths and weaknesses and helped to determine strategies for improvement. They should be given frequent opportunities to evaluate, in writing or orally, their performance of various tasks, ranging from simple to complex.

Teachers for whom job assignments are completed in the practice office and work-experience supervisors could also be asked to submit an evaluation of student performance.

It is suggested that teachers design enrichment activities for students in this course, using topics from the information processing program at the general level.

The following table outlines the core units of content for the course and the percentage of class time and relative emphasis for evaluation purposes that should be allocated to each unit. Note that the sequencing of units is left to the discretion of the teacher. The percentages suggested here allow for the inclusion of optional material of local interest within each unit or as an additional unit.

Suggested Time and Evaluation Framework

Unit	Per Cent of Course
I. The Work Environment	5
II. Applied Office Communications	10-15
III. Telephone and Telecommunications	15-20
IV. Records-Management Systems	10-20
V. Document-Preparation Skills	45-60

Students should be encouraged to work towards the attainment of the objectives outlined in unit II, Applied Office Communications, throughout this course. This unit should, therefore, be integrated with and evaluated as part of each of the other units.

Course Content

The main items of content for each unit are presented in bold-face type. Each of these is followed by more specific learning opportunities that relate to the main item of content. Note that all of the items in bold face are core content.



I. The Work Environment

Core Content

Students will:

- describe the effects of automation on both management and office workers;**
 - examine the changes that automation has brought about in office procedures and in the time and personnel required for office tasks and assess the advantages and disadvantages of automation to both management and clerical staff;
- describe the qualities required for success in a changing business environment;**
 - discuss such employee qualities as adaptability, willingness to take upgrading courses, willingness to learn to use new equipment, and good communication skills;
- investigate, and maintain an up-to-date file on, new electronic equipment;**
 - create and maintain an up-to-date bulletin-board display of new equipment;
 - examine new equipment and office procedures in local business establishments.

II. Applied Office Communications



Core Content

Students will:

1. **communicate instructions clearly, both orally and in writing;**
 - give oral and written instructions to small groups of students, individual students, and other members of a work team;
 - give instructions for a simple task, such as taking the bus to a specific location, finding the names of companies that manufacture specific products, signing in at the school office, or locating reference books in the school or public library;
2. **follow oral and written instructions carefully;**
 - follow a teacher's or student's written instructions for regular classroom assignments;
 - summarize in point form instructions given orally or in writing;
 - check instructions periodically to ensure that no step has been omitted;
3. **key mailable hard copy from typed and hand-written assignments that contain simple proof-readers' marks and word or character omissions;**
 - use dictionaries, word dividers, and postal-code directories to determine correctness of information;
4. **prepare a personal résumé;**
 - follow a sample résumé and key their own, including appropriate personal references;
5. **apply effective communication and interpersonal skills;**
 - participate in a one- or two-week work experience in a local business-office setting once or twice during the school year;
 - participate in the practice office on a regular basis;
6. **compose, format, and key business letters;**
 - key requests for information, letters of thanks, invitations, and letters of congratulations.

III. Telephone and Telecommunications



Core Content

Students will:

- 1. understand the importance of effective telephone techniques;**
 - identify good and poor telephone manners and their effect on an organization's image;
 - use case studies to show the importance of using discretion on the telephone and of carefully recording telephone messages;
 - develop effective listening and speaking skills;
- 2. develop proper telephone techniques for answering calls and taking messages;**
 - use a multibutton telephone to practise procedures for receiving and transferring calls;
 - record taped or dictated messages in legible handwriting on preprinted telephone-message forms and demonstrate evidence of thinking through the message recorded;
 - role-play with a teletrainer;
- 3. use telephone directories effectively;**
 - use telephone-company directories, as well as company, government, and personal directories;

4. place outgoing telephone calls;

- practise placing outgoing calls, both local and long distance, using direct dialing, operator-assisted and credit-card calls, and zenith numbers;
- prepare comparison charts for different long-distance rates, including discounts for off-peak calling;
- understand the importance of considering time zones when planning a call.

Optional Content

Students will:

- *observe demonstrations of various types of telecommunication equipment;*
- observe transmissions by telex, Telepost, or Intelpost.

IV. Records- Management Systems

Core Content

Students will:

1. **list the kinds of business documents that should be filed;**
 - discuss the filing procedures for the following kinds of business material: letters, memos, forms, data sheets;
 - view films or take field trips to observe records-management systems and procedures;
2. **identify the types of media used for records storage;**
 - examine paper, microfiche, microfilm, magnetic-tape, and disk filing equipment and procedures;
3. **classify business records for filing purposes;**
 - identify a variety of business financial, personnel, and general correspondence, according to kind, purpose, importance, confidentiality, and life;
 - prepare cross-references for documents;



4. **file classified business records;**

- use actual business correspondence in performing the following filing procedures: releasing, indexing, coding, sorting, and filing in folders;
- file business correspondence following basic alphabetic rules and including documents that require filing by government, foreign, and company names;
- file business correspondence using a numeric filing system based on four- to six-digit numbers;
- file business correspondence using subject-filing rules;
- file business correspondence using a geographic filing system;
- store and retrieve data using electronic filing equipment;
- identify the security procedures used with electronic filing systems, including the use of passwords and signing-on procedures.

Optional Content

Students will:

1. *apply alphabetic filing rules for coding complex names;*
 - code and file foreign, hyphenated, possessive, and compound names and names that include titles, articles and prepositions, abbreviations, and numbers;
2. *compare the advantages of various types of filing for specific purposes;*
 - compare a calendar filing system to subject, numeric, geographic, and alphabetic systems;
3. *prepare file folders and guides;*
 - key labels and arrange them in order.

V. Document-Preparation Skills

Core Content

Students will:

1. **select an appropriate format and key business correspondence using text-editing equipment;**
 - prepare full-block and semiblock letter styles with standard and open punctuation (including special mailing notations, display lines, and envelopes) and key unarranged, handwritten, and rough-draft material that contains proofreaders' marks;
 - prepare file copies;
2. **identify the uses for form letters and key them using text-editing equipment;**
 - prepare form letters, both by selecting paragraphs from a prepared list and by changing variables in a prepared form letter;
3. **identify the appropriate format for prepared reports and manuscripts and key them;**
 - key manuscripts both from straight copy and from rough drafts that contain proofreaders' marks;
 - key bound and unbound multipage manuscripts using side headings;



4. **identify the uses of various business forms and key examples of them using acceptable formats;**
 - key application forms for driving licences, part-time employment, and social insurance numbers, as well as invoices, purchase orders, and statements of account;
5. **identify the differences between memoranda and business letters and key sample memoranda;**
 - format according to a basic style, using preprinted forms and plain paper;
6. **identify the appropriate format for, and key, tabulation assignments;**
 - key tabulations that require a varying number of columns and a variety of column headings, column spacings, and paper sizes;
7. **use reference books to locate the information they require to complete daily assignments;**
 - maintain a reference manual that contains notes, samples of documents, and lists of office services procedures;
 - use basic reference books, such as a dictionary, a thesaurus, a secretarial handbook, and telephone and postal-code directories.

Optional Content

Students will:

1. *key a variety of business correspondence that includes enumerated material or tables;*
 - key from handwritten and rough-draft material, preparing envelopes and file and distribution copies;
2. *set up, key, and duplicate form letters;*
 - use proper spacing on typewriter-produced letters, merge files using text-editing equipment, or use stop codes on typewriters equipped with electronic memories;
3. *key business reports, agendas, and minutes of meetings;*
 - key from straight-copy or handwritten materials;

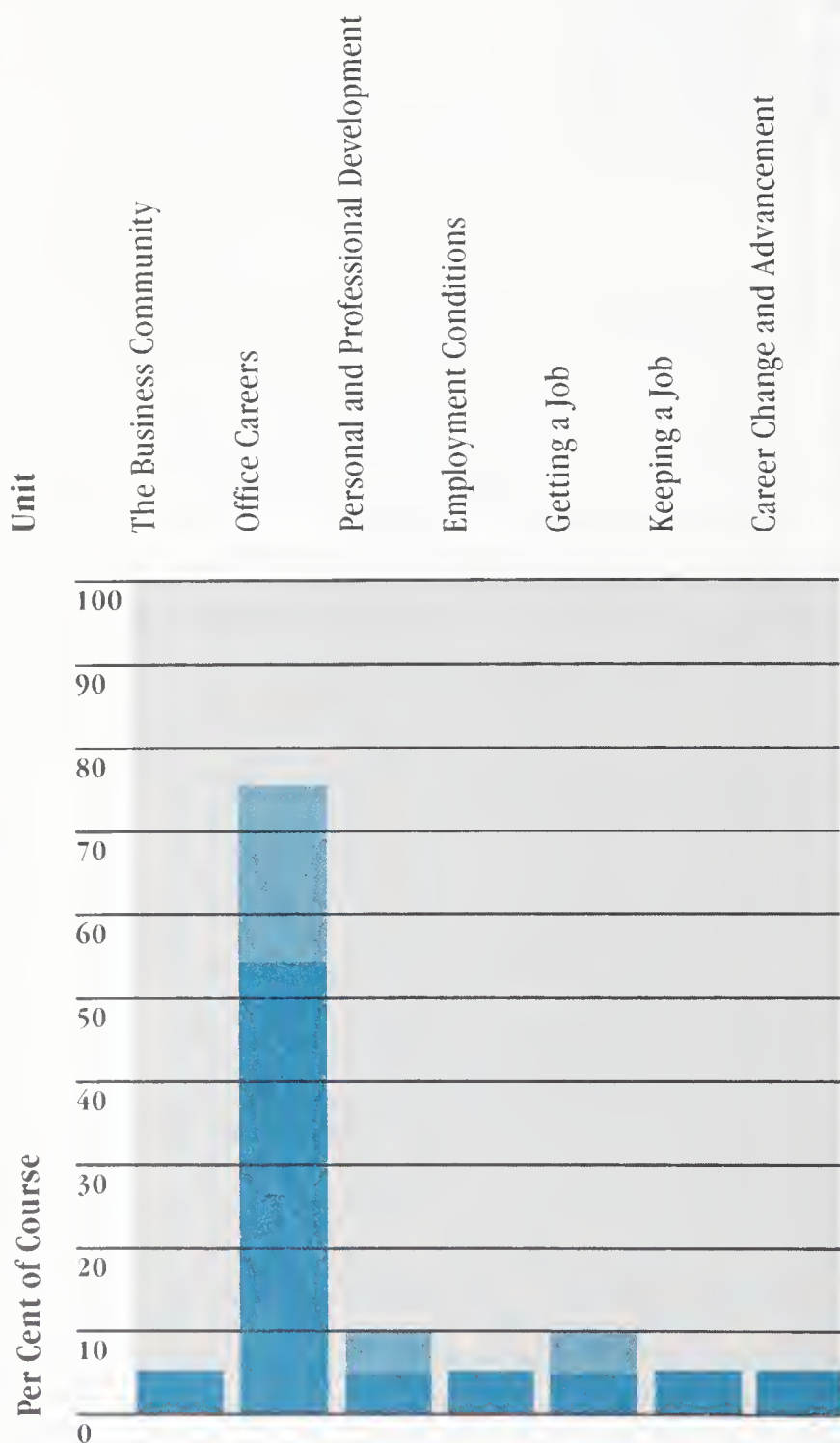
4. *design business forms;*

- key forms, using a variety of display techniques, and complete forms, using information that has been provided;

5. *key a variety of tabulations, using special display techniques;*

- key ruled and boxed tables, financial statements, and tabulations that require braced column headings.

Office Services Careers, Basic Level (BSC), Senior Division



Introduction

This Senior Division course will allow students to apply their general office skills as members of an office team working on business simulations and realistic office assignments. Students will examine effective job-search, job-application, and job-interview techniques. Students in this course may earn a maximum of two in-school credits in the Senior Division at the basic level. Office Services, Basic Level, Senior Division (BSO) is a prerequisite for this course.

Students will be provided with opportunities to:

- expand and integrate their knowledge of the principles, procedures, practices, regulations, and expectations of the workplace;
- study specific office services careers and job descriptions;
- solve a variety of office problems, working independently and co-operatively in small groups;
- prepare mailable business documents under simulated office conditions;
- apply office services skills and knowledge to related work assignments in school and in the business community;
- practise the procedures that are essential for a successful job search, application, and interview.

Teaching and Assessment Strategies

The teaching and assessment strategies included here are specific to Office Services Careers, Basic Level (BSC) and are suggested in addition to the general strategies for teaching and for evaluating student achievement outlined in the introduction to this program and in the business studies policy document *Policy for Program Planning and Delivery*.

Students should be encouraged to apply their learning to business simulations and real work activities. They should have opportunities to examine effective job-search techniques and the elements that contribute to job satisfaction, as well as to determine the steps involved in planning a career.

This course would provide an ideal in-school component for a co-operative education program. Such a program would allow students to apply their in-school learning in a real business environment.

Students should have opportunities to apply their skills in a school activity such as the practice office. Other real in-school applications, such as working on a school or class newspaper, yearbook, or calendar, should be used to help students more realistically apply their business skills. Students might organize and maintain records and reference files for individual teachers or departments and perform organizational and records-management duties for the school office.

Students should be encouraged to identify and classify the kinds of business found in their own communities and, through such activities as listening to speakers and taking field trips, examine the kinds of work performed and the kinds of jobs available. Students can share with their classmates, in oral and written reports, the knowledge about employment opportunities they acquire through work experience and co-operative education. Taking part in business simulations organized on the basis of careers (e.g., receptionist, mail clerk, records-management clerk, clerk-typist) will also provide students with a clearer understanding of the requirements of various jobs.

In all these applications, it is important to remember that students should have opportunities to observe and to use a variety of procedures and equipment. Electronic and computer equipment should be available, and students should have the chance to expand their knowledge in this area.

A variety of strategies should be used to help students develop job-search techniques. Students might, for example, assess and complete various application forms; prepare a record of the information necessary for completing application forms; prepare and discuss the effectiveness of personal résumés; prepare and listen to pre-prepared tapes of interviews; participate in real interviews with volunteers from business; listen to speakers from business, career centres, and employment agencies; and practise various skill tests of the type administered by employers.

Throughout the office services program students have opportunities to learn about and develop the qualities necessary to keep a job by discussing and relating their school behaviours to those required in business. In this course, students should consider these requirements in terms of their own experiences and observations in real work situations and discuss them in small groups and/or individually with the teacher. Written work-performance assessments from work-experience, co-operative education, and practice-office supervisors would provide a useful basis for individual discussion.

Students should be encouraged to assess their strengths and weaknesses and helped to determine strategies for improvement. They should be given frequent opportunities to evaluate, in writing or orally, their performance of various tasks, ranging from simple to complex. Much individual guidance from the teacher will be necessary to help students develop self-evaluation skills. Teachers could set up interviews with students for this purpose.

The following table outlines the core units of content for the course and the percentage of class time and relative emphasis for evaluation purposes that should be allocated to each unit. Note that the sequencing of units is left to the discretion of the teacher. The percentages suggested here allow for the inclusion of optional material of local interest within each unit or as an additional unit.

Suggested Time and Evaluation Framework

Unit	Per Cent of Course
I. The Business Community	5
II. Office Careers	55-75
III. Personal and Professional Development	5-10
IV. Employment Conditions	5
V. Getting a Job	5-10
VI. Keeping a Job	5
VII. Career Change and Advancement	5

Course Content

The main items of course content for each unit are presented in bold-face type. Each of these is followed by more specific learning opportunities that relate to the main item of content. Note that all of the items in bold face are core content.



I. The Business Community

Core Content

Students will:

- identify a variety of business establishments that may be found in most communities and classify each according to the kind of business it performs;**
 - list typical business establishments (e.g., drug-store, department or general store, bank, theatre, restaurant, hotel, school, doctor's office, hospital, factory);
 - classify each business identified according to established categories, such as retail, transportation, communication, government, entertainment, manufacturing, service, and professional;
- identify the kind of work performed in a variety of departments in large corporations;**
 - examine the work done in accounting, shipping, sales, purchasing, personnel, and production departments, noting the relationships among the activities of several departments and the importance of each to the company as a whole;

3. **identify the kinds of employment possible in different kinds of businesses;**

- speak with representatives of the local business community, as well as guidance personnel in the school, to determine the kinds of employment they should be looking for on completion of their school program and the kinds of skills, knowledge, attitudes, and experience that are required for particular occupations.

Optional Content

Students will:

1. *identify the three levels of government and determine their relationship to each other, as well as the specific control exercised by each level over particular business operations;*
 - recognize the jurisdiction of each level of government over business affairs and appreciate some of the controls under which business must operate;
2. *identify some of the services provided by government agencies (e.g., unemployment insurance, welfare, family allowances, consumer information).*

II. Office Careers

The following table of subunits indicates a suggested time and evaluation framework for Office Careers:

A. Mail Clerk	5 per cent
B. Receptionist	5–10 per cent
C. Records-Management Clerk	10–15 per cent
D. Clerk-Typist	30–40 per cent
E. Other Office Services Careers	5 per cent

A. Mail Clerk

Core Content

Students will:

1. **review and apply their knowledge of mail services;**
 - visit a postal facility or the mailing department of a large company;
 - describe mailing equipment and supplies, company procedures, and safety routines;
2. **obtain and apply mailing information and regulations;**
 - use postal information about rates, code directories, and information from interbranch and company couriers and messenger services;
3. **prepare a variety of packages containing different sizes, shapes, and weights of material for mailing.**

B. Receptionist

Core Content

Students will:

1. **identify the need for and the duties of a receptionist;**
 - role-play activities that are carried out by a receptionist;
 - complete a receptionist's records, such as an appointment book and a visitor log;
 - deal with a variety of common work interruptions;
 - practise effective communication skills;
2. **identify various types of customer/client records;**
 - examine simple three-column accounts, billing statements, and one-write systems;
3. **describe a typical receptionist's work station and identify established work-flow procedures;**
 - perform the duties that are carried out by a receptionist in a field-application situation;
 - use computer equipment to record information, to call back a customer, and to store client names and addresses;
 - use telephone-training equipment.

C. Records-Management Clerk

Core Content

Students will:

- **review and use their knowledge of records-management systems, equipment, materials, and procedures to organize and maintain a records-management work station in the practice office or in an in-class business simulation;**
 - classify documents as vital, important, useful, and non-essential;
 - keep an inventory of supplies and equipment;
 - organize equipment and set up controls;
 - apply time-management routines, arranging work in order of priority;
 - apply interpersonal skills (i.e., effective human-relations and communication skills) in dealing with peers and superiors.

Optional Content

Students will:

- *organize and maintain reference files as required by individual teachers or school departments;*
 - sort school-attendance records; organize guidance materials; and catalogue, prepare file cards for, and shelf books, videos, films, and cassettes in the school library resource centre.

D. Clerk-Typist

Core Content

Students will:

1. **key business correspondence from rough-draft materials that include proofreaders' marks;**
 - apply time-management routines;
 - organize work assignments in order of priority;
 - demonstrate good judgement in producing mailable business letters;
 - key letters with reference lines, postscripts, and carbon-copy (c.c.), blind-carbon-copy (b.c.c.), or blind-photocopy (b.p.c.) notations;
 - duplicate and distribute copies of letters;
 - key a two-page letter that requires enumerations and tables in the body of the letter;
 - fold letters and insert them in envelopes;
2. **identify the purposes of, and format and key, business reports;**
 - key reports requiring title pages, itemized materials, and tables;
 - key agendas and minutes of meetings and duplicate the required number of copies;
3. **produce accurate and effective business memoranda;**
 - key interoffice memoranda, duplicate multicopies, and prepare a distribution list;
 - use stop codes on electronic typewriters that have memories for keying several versions of the same form (e.g., invoices, application forms);

4. produce a variety of tabulation assignments;

- key tabulations that include multiline titles, multiline column headings, braced headings, ruled and boxed tables, and financial tables with pivoting and leaders and that involve the moving of columns and the deletion and insertion of columns;

5. use reference material appropriately;

- maintain a reference or procedures manual and use reference books.

Optional Content

Students will:

1. *key business reports that contain short and long quotations, footnotes, and bibliographies;*
2. *key tabulations from unarranged handwritten material, with or without column headings;*
3. *give clear oral or written instructions to other students.*

E. Other Office Services Careers

Core Content

Students will:

1. **identify a variety of entry-level office-career opportunities;**
 - examine and discuss with representatives of local business establishments a variety of office positions, such as the following: reprographics clerk, billing/order/sales clerk, travel-reservation clerk, inventory clerk, office messenger, terminal operator, customer-service representative;
2. **discuss the duties, responsibilities, and skills required in a variety of entry-level office careers;**
 - practise the skills required for these positions (e.g., keyboarding speed and accuracy, interpersonal and co-operative skills, office-equipment operation, and effective communication).

III. Personal and Professional Development



Core Content

Students will:

1. **explain the necessity for maintaining good health and grooming habits;**
 - examine the effects of a well-balanced diet, adequate rest, good posture, personal hygiene, and exercise;
 - describe the proper grooming for a business environment and understand how it can lead to a growth in self-confidence;
2. **identify the need to use leisure time wisely;**
 - relate the use of leisure time to the elimination of stress and the maintenance of good health;
3. **identify aspects of business-office etiquette;**
 - create a professional image by greeting visitors by name, using the telephone correctly, and relating well to fellow students/employees and business contacts;
4. **participate in experiences that require good interpersonal and communication skills;**
 - participate in a work-experience placement in a local business setting;
 - participate on a regular basis in the practice office.

IV. Employment Conditions

Core Content

Students will:

1. **list the advantages and disadvantages of working in small and large offices;**
 - examine large- and small-office environments and determine the opportunities for advancement, skills required, and variety of tasks available in each;
2. **describe a variety of established work schedules;**
 - examine flex hours, work shifts, short working weeks, and time-sharing schedules;
3. **identify different means of remuneration;**
 - look at the advantages and disadvantages of weekly, biweekly, semimonthly, and monthly pay periods;
4. **list and describe typical employment-benefit plans;**
 - look at such benefits as health plans, recreational and social facilities, subsidized meals, profit-sharing plans, and education-fee repayments;

5. **identify different types of employee associations, including office unions;**
 - examine fee deductions, membership dues, responsibilities of membership, affirmative-action initiatives, and the purposes and activities of an office union;
6. **examine the labour legislation that affects working conditions;**
 - examine the legislation that governs hours of work, holidays and time off, human rights, and industrial health and safety.



V. Getting a Job

Core Content

Students will:

1. identify the need to prepare for applying for employment;

- speak to personnel-placement officers, guidance personnel, and representatives from business to determine the extent of competition for job positions and the expectations businesspeople have when interviewing candidates for employment;

2. identify job-search procedures;

- examine different sources of information about employment opportunities (e.g., school employment-opportunity information, newspaper advertisements, friends, relatives, employment agencies);

3. prepare job-application materials;

- key a personal inventory or résumé outlining their achievements, interests, and work experience;
- key letters of application and complete employment application forms;
- place telephone calls to apply for employment;

4. prepare for a job interview;

- organize reference material, including a record of the school credits they have earned and the marks they have obtained and letters of reference;
- dress properly and organize themselves to be on time;
- practise completing sample employment application forms and skill tests;
- review lists of appropriate interview questions and answers;

5. conduct themselves effectively in a job-interview situation;

- role-play job interviews with other students and teachers or with business representatives;
- identify the proper follow-up procedures to an interview.



VI. Keeping a Job

Core Content

Students will:

1. **identify the need to follow an organization's rules and procedures;**
 - discuss dress, hours, deportment, policy, job manuals, job descriptions, absence from work, productivity, and work ethics and attitudes;
2. **develop the personal characteristics that are a prerequisite to effective human relations in an office environment;**
 - demonstrate acceptable standards of etiquette, interpersonal skills, co-operation, dependability, and initiative;
3. **appreciate the need to maintain and improve their office skills;**
 - practise being productive and efficient;
 - examine different methods of job evaluation and performance appraisal;
 - interview employers to determine the skills and characteristics that are required of office employees.

VII. Career Change and Advancement

Core Content

Students will:

1. **identify the need to plan for career changes and job advancements;**
 - examine the reasons why people desire a change of job or an advancement to a new position;
2. **identify techniques and available programs for self-improvement;**
 - evaluate their skills, abilities, and attitudes and identify areas to be improved and methods of making improvements;
3. **identify advancement opportunities that are available for a variety of office careers;**
 - investigate a particular career path and report on the steps required for advancement in it.

2. Information Processing

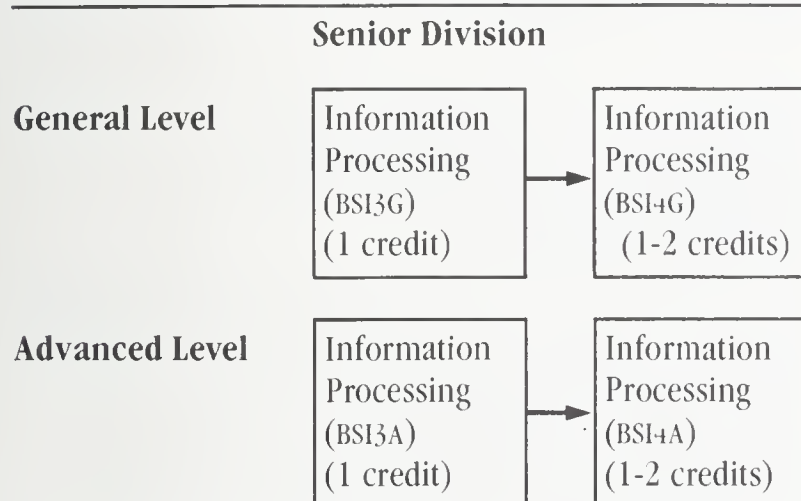
Introduction

Program Description

Information processing courses will examine current and future office environments and will provide students with opportunities to study different ways of collecting, processing, examining, manipulating, managing, and recording information in today's office environment. Students will apply decision-making techniques while practising such activities as document preparation, message distribution, and records management. They will investigate productive interpersonal skills and attitudes and demonstrate their interpersonal abilities in a variety of information-processing applications.

As illustrated in the following diagram, this part of the business studies guideline authorizes four courses in information processing, two at the general and two at the advanced level of difficulty. In order to address the rapid changes in the role of the office worker in specialized fields and to meet local needs, schools may offer a second course in each of Information Processing, General Level (BSI4G) or Information Processing, Advanced Level (BSI4A). These courses shall provide students with additional computerized information processing applications and practice in one specialized area, such as a second language, medicine, law, finance, or a technical field. Thus, students may earn a maximum of three in-school credits at the general or advanced level of difficulty. Additional credits in this program may be earned through a co-operative education mode of delivery as authorized in section 5.11 of OSIS.

Information Processing Program



Aims

The efficient processing of information is rapidly becoming one of the most important components in the day-to-day operation of a successful business organization. Organizations are under increasing pressure to apply the systematic analysis and control of business records from their point of origin to their processing, storage, and retrieval. As a result, the working environment has changed, as have the qualifications that office workers require to be productive in an information-based business environment.

From programmable telephones and copiers to sophisticated personal computers, office equipment has affected the way in which office workers perform their work assignments. As word processors replace typewriters, electronic spreadsheets replace ledger paper, and data bases replace file cards, there will continue to be a dramatic effect on the role of the office worker. Desk-top computers with text-editing, data-processing, and electronic-messaging capabilities will continue to alter the business work environment and open doors to new communication and decision-making procedures. Students in an information processing program will study today's business procedures with an eye to the implications of future technological change. They will need to develop an interest in and a commitment to adjusting their office skills and attitudes to meet the requirements of a continually changing technological environment.

Accordingly, the aims of information processing courses are to provide students with opportunities to:

- develop an understanding of current business and office systems, procedures, and equipment;
- investigate current and future office technologies and determine the adjustments to traditional attitudes, skills, and procedures that are required;
- improve their decision-making skills in an information processing environment;
- express information in a clear, concise, correct, and businesslike manner;
- listen carefully and interpret business communications accurately;
- develop an understanding of office work standards and acceptable employment practices;
- improve their human relations and interpersonal communication skills;
- apply keyboarding skills to a wide variety of information processing applications.

Teaching Strategies

In addition to the general teaching strategies included in the business studies policy document *Policy for Program Planning and Delivery*, detailed teaching strategies for information processing courses are included in this section and in the descriptions of the specific information processing courses that follow.

Modern office technology has provided the utility environment required for effective management of information in a wide range of business activities. It has widened the accessibility of communication among people who are separated geographically by time zones or by conflicting activities. For this reason managers and processors of information must be proficient in the use of as wide a variety of applications as possible. They must also be knowledgeable about where and how specific information can be called up. Students should be provided with opportunities to understand how these computer utilities work and how they are applied in a business environment.

Students in an information processing course shall have opportunities to process information using up-to-date equipment and applications. They shall be required to originate, call up, manipulate, process, record, retrieve, and purge business documents using the most up-to-date technology that can be made available to them. Teachers should ensure that students are given a basic understanding of how modern technology has affected the office environment and how information is processed in an up-to-date communication centre.

Teacher-centred lessons should be kept short. Where possible, particular topics or concepts should be introduced or reinforced through class discussion, role-playing activities, and simulations. To ensure that students are made aware of how new technology continues to change the ways in which information is processed in an office environment, teachers should make use of technology-related field trips, knowledgeable speakers, and up-to-date videos, films, filmstrips, and slide presentations.

Students must also have opportunities to develop skills related to a variety of disciplines and tasks. They should be exposed to a broad range of technical, social, economic, and organizational issues and should be encouraged to develop their problem-solving abilities and interpersonal skills. They shall be required to use both text-editing and data-processing computer-software programs, to communicate effectively in a businesslike manner, and to demonstrate an understanding of fundamental business principles and procedures.

Students should be encouraged to develop the ability to assess their own performance in class, in business simulations, and in the business community. Regular performance-appraisal techniques should be employed so that students will have opportunities to practise dealing with praise, congratulations, constructive criticism, and suggestions for improvement. They should be encouraged to organize their work, use reference materials appropriately, maintain personal records, and demonstrate productive work habits and attitudes.

Evaluation of Student Achievement

General suggestions for the evaluation of student achievement may be found in the business studies policy document *Policy for Program Planning and Delivery*. The following recommendations relate to all information processing courses. Additional suggestions for assessment are included in the "Teaching and Assessment Strategies" section for each information processing course.

Students will find it easier to access the power of a computer in an information processing environment and will complete the applications required in this program more expertly and efficiently if they have acquired effective keyboarding skills. Although business expectations of "mailable" quality copy should be the standard against which student keyboard applications are graded, students shall not be required to participate in a keying-speed and accuracy development program as part of an information processing course. Students who wish to improve their keying abilities should be encouraged to do so by taking a keyboarding course.

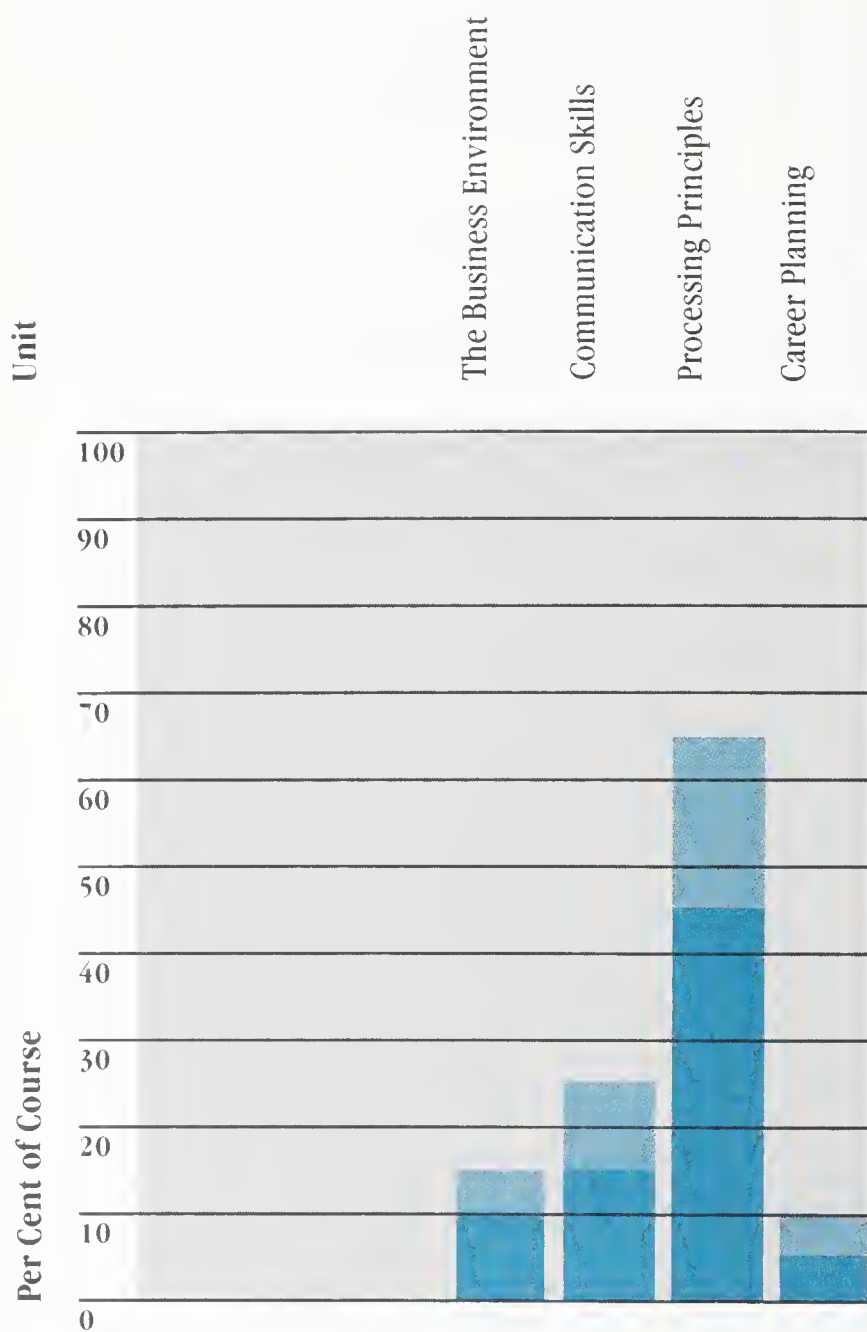
Throughout an information processing course student activities should reflect the importance of effective communication skills. Students should be encouraged to participate in activities that are designed to develop or improve their ability to organize their thoughts and prepare clear and logical procedures for the processing of work assignments. They should have opportunities to express themselves effectively in oral conversations as well as in writing and to learn to discern important points of information in what they see, hear, or read. The assessment of student performance in this area should reflect the importance of the development of communication skills and should measure students' growth in this area.

The evaluation of students' assignments should reflect their knowledge of new technologies, their ability to determine the appropriate procedures to use in a variety of office applications, and their ability to apply keying and computer knowledge to routine information processing situations.

Information Processing, General Level (BSI3G)

Introduction

In this general-level Senior Division course, students will have opportunities to acquire the concepts and skills they will need to work at a multifunction office work station and to apply interpersonal decision-making and communication skills to situations that require the processing of oral and written information. Students may earn one in-school credit for this course, for which the prerequisite is one full credit in keyboarding at the general or advanced level.



Students should be provided with opportunities to:

- examine organizational structures, functions, and procedures common to the business environment;
- develop oral and written communication skills required for success in business today;
- develop interpersonal, employer-employee-relations, and customer-relations skills appropriate to the workplace;
- identify potential career paths, job opportunities, and further educational and professional directions and requirements;
- use terminology, documentation, and procedures designed for today's processing of information;
- incorporate fundamental business skills, specialized knowledge, and interpersonal skills into the performance of information processing assignments;
- use microcomputers for word processing, to produce electronic spreadsheets, and for other forms of data-processing activities;
- use electronic mail, electronic calendaring, and electronic messaging in document preparation;
- demonstrate an ability to use machine dictation and transcription equipment.

Teaching and Assessment Strategies

The teaching and assessment strategies included here are specific to this information processing course at the general level and are suggested in addition to the general strategies for teaching and for evaluating student achievement outlined in the introduction to this program and in the business studies policy document *Policy for Program Planning and Delivery*.

Because of the emphasis on current office technology in this course, students shall have access to up-to-date office equipment, either through school facilities or through a co-operative arrangement with local business establishments. Contacts made through work-experience or co-operative education programs may be used to arrange tours of facilities so that students can observe equipment and procedures in operation.

Reading material on technology related to social and work-related issues and business-related periodicals, newspapers, and reference books should be available in the classroom for student use.

Students will be required to know, understand, and apply the concepts and procedures needed for work in an office environment. As each new concept is introduced, they should discuss, understand, practise, and apply the theory in exercises that range from the simple to the complex. These applications should be as realistic as possible and should be presented in a variety of forms. Students shall be required to retrieve and edit stored material, print hard copy from handwritten edited copy, enter information into a data base to update files, and originate communication using specific writing guidelines and models.

Students should be given an opportunity to work through business-simulation packages that have been designed to help develop their decision-making skills. When using such materials, students should be prepared to accept responsibility for the decisions they make. Simulations should reflect the multifaceted office environment and make use of current office technology and procedures. For example, students might key, format, edit, and store a letter of invitation to attend a workshop. They could then call workshop leaders and participants on the telephone. Letters and support documents could be keyed and reproduced in preparation for the workshop. A memo informing a head-office contact person about the workshop could be transmitted by means of electronic-mail facilities.

Throughout the course, emphasis should be placed on the building of listening, reading, writing, and thinking skills. Students should have opportunities to practise evaluating their performance, taking their abilities into account and assessing their ongoing process of development, which should include opportunities for remedial work and enrichment activities.

Students should be encouraged to appreciate the importance of such skills as punctuality, attendance, taking initiative, handling stress, time management, and teamwork and interpersonal skills.

Skill tests, assignments, written and oral reports, tests, and examinations are suitable assessment instruments for this course. Students' work habits and attitudes should also be evaluated. Teachers should involve students in the development of a checklist outlining the affective qualities to be assessed. Students should also evaluate their own work and that of their peers in ways that reflect the kind of evaluation that they would encounter in the workplace.

The following table outlines the core units of content for the course and the percentage of class time and relative emphasis for evaluation purposes that should be allocated to each unit. Note that the sequencing of units is left to the discretion of the teacher. The percentages suggested here allow for the inclusion of optional material of local interest within each unit or as an additional unit. Unit II, Communication Skills, is best covered as it applies throughout the course rather than as a separate unit.

Suggested Time and Evaluation Framework

Unit	Per Cent of Course
I. The Business Environment	10-15
II. Communication Skills	15-25
III. Processing Principles	45-65
IV. Career Planning	5-10

Course Content

The main items of course content for each unit are outlined in bold-face type. Each of these is followed by more specific learning opportunities that relate to the main item of content. Note that all of the items outlined in bold face are core content.



I. The Business Environment

Core Content

Students will:

- identify the major forms, objectives, and functions of a business organization;**
 - examine different types of business organizations, such as individual proprietorships, partnerships, corporations, franchises, and co-operatives;
 - discuss business objectives, including making a profit and supplying goods and services;
 - discuss various functions within a business, including purchasing, receiving, stockkeeping, production, sales, shipping, billing, and accounting;
- describe current technological developments and their effect on office organization and functions;**
 - compare a traditional office organization to the office pattern that is emerging today;
 - originate an organization chart that shows traditional and emerging lines of communication and responsibilities;
 - with the aid of field trips, films, speakers, and current business-related literature, compare traditional and modern office equipment and describe how new equipment and networking have affected the organization of an office;

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- compare the functions that are carried out in different office organizational patterns;
 - through a simulation, perform word- and data-processing functions for a particular department in an office;
 - research the positive and negative effects of automation on an environment and on personnel and present their findings, either orally or in written form;
 - throughout the course, collect and display articles that identify the effects of automation on equipment, procedures, and the demand for different skills and abilities;
- 3. develop an understanding of the need for effective time management and established routines and procedures in an office;**
- discuss how established procedures assist people to complete their assignments and add to their feeling of security;
 - originate procedures sheets for various classroom routines;
 - originate procedures to be followed for the completion of an information processing task;
- 4. identify common office health and safety procedures;**
- outline appropriate precautions to be taken in an office;
 - discuss and prepare display materials on the following topics: smoking and its effect on the smoker and on other employees; eyestrain and its relationship to various assignments, lighting, and video-display terminals; the importance of the adequate circulation of fresh air; comfortable work stations; noise control; stress in the workplace and how to manage it; the importance of health and general well-being;
 - keep up to date with the current legislation on health and safety in the office environment by inviting knowledgeable guest speakers to class, viewing relevant films, and reading current literature on the topic;
- 5. identify the interpersonal skills required in a business-office environment;**
- understand the necessity for the following personal traits in an office employee and identify ways in which they may lead to the creation of a better work environment: a positive attitude, flexibility, dependability, punctuality, a co-operative attitude, initiative, loyalty;
 - develop and evaluate their individual interpersonal skills during work assignments on case studies and classroom office simulations;
- 6. recognize the importance of and demonstrate the skills and attitudes required for productive teamwork;**
- understand that today's employee is a multitask worker, who does not work in isolation;
 - work as a member of a team to complete assignments, evaluate their own and other students' work, contribute to a group activity, and assess the advantages and disadvantages of group work;
 - examine the methods used by business to measure work in order to justify current staff and equipment and to project future needs;
 - explain why it is necessary to have a plan for getting tasks completed;
 - describe different methods of organizing work assignments;
 - study a variety of strategies to improve efficiency;
 - arrange work tasks and responsibilities in order of priority and design a plan for completing assignments in the least possible time;
 - assess the importance of working effectively;
 - both independently and as a member of a group, draw carefully thought-out conclusions as to how work assignments should be completed and how they might handle themselves in business-office situations;
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- apply logical steps such as the following in reaching decisions: defining the problem, gathering data, evaluating the relevance of data, looking at possible alternatives, weighing the benefits of the alternatives or solutions, weighing the disadvantages of the alternatives, making an appropriate decision;
- take part in activities involving case studies, in-basket exercises, role playing, brainstorming, and simulations;

7. analyse the effect of current social and labour issues that affect the office environment;

- examine such issues as the following: affirmative action, human rights, equal pay for work of equal value, employment practices with regard to visible minorities and the disabled, unionized offices, acceptable social roles and expectations within an office;
- collect and display current articles on social and labour issues, listen to talks by knowledgeable speakers who have been invited to the class, view films, and read current legislation;
- prepare a short paper on a social or labour issue;
- research issues and present their views on them to the class for the purpose of discussion.

II. Communication Skills

Core Content

Students will:

1. originate memoranda, business letters, and brief reports;

- study appropriate models of memoranda, business letters, and reports;
- study and use general guidelines for writing documents;
- prepare draft copies and recognize the importance of this step in the writing process;
- originate copy and edit it to ensure that they have stated their message clearly and effectively and have used correct punctuation, grammar, and spelling;
- use text-editing equipment to correct grammatical, spelling, and punctuation errors;
- use, and appreciate the limitations of, a dictionary program on text-editing equipment;
- make use of reference materials in correcting material;

2. read material and summarize it both orally and in written form;

- identify key issues or directions;



3. develop their business speaking and listening skills;

- develop a glossary of common business terms and expand their vocabulary by participating in class discussions and by reading and compiling personal lists of new words and their meanings;
- practise thinking before they speak, speaking clearly and varying their voice tone, listening in a quiet environment, filtering out distractions and paying attention to details, listening for the important points, and listening with an open mind;

4. give, interpret, and follow instructions;

- practise clear and logical thinking by giving and following instructions for (a) performing a specific machine function, (b) preparing a specific document, and (c) any activity requiring specific instructions;

5. develop, organize, and use reference materials in their daily work;

- compile a personal resource manual throughout the course to serve as a record of the theory and procedures learned, the work completed, and the organizational skills used;
- identify and use reference materials and services that are required both in school and in a business office;
- investigate and use a dictionary, a thesaurus, company files, directories, Dun & Bradstreet publications, almanacs, government publications, and data-base networks or on-line information services;
- use reference sources efficiently to locate specific information that is needed in a business situation;
- use reference sources to complete assignments;

6. identify and understand the importance of non-verbal forms of communication;

- identify or model various styles of dress, grooming, body language, work-station management, social behaviour, and language and discuss how these create specific impressions;
- role-play correct procedures for greeting and introducing visitors or business associates who call personally at the office.

III. Processing Principles

Core Content

Students will:

1. describe current methods for transmitting information;

- describe or use postal services, courier services, electronic mail, voice mail, satellite transmissions of information, Telepost, Intelpost, and Infotex;
- describe how productivity is increased through the use of electronic-mail systems;
- originate and key a business letter using electronic-mail techniques;
- organize incoming mail using a date stamp and rerouting slips;
- organize outgoing mail, which involves the following activities: handling copies, attaching enclosures, handling materials to be sent separately, presenting materials for signing, using a postal-code book, and providing appropriate mail-delivery directions;



2. identify and practise effective telephone procedures;

- use a tape recorder to analyse their own voice, paying particular attention to tone, inflection, enunciation, loudness modulation, and language skills;
- answer the telephone in a manner that is acceptable in a business setting;
- practise taking accurate and complete telephone messages that are annotated for permanent record;
- practise putting callers on hold, transferring calls, and screening calls;
- locate information in an alphabetical and a classified directory;
- use a data-manager program;
- create a data base of frequently called numbers by entering information;
- plan and make person-to-person calls, conference calls, and collect calls, as well as calls that require direct dialing, making an appointment, and taking into consideration the effect of time zones;

3. describe current telecommunications equipment and services;

- either observe or use teleconferencing, videoconferencing, data-transmission systems, and satellite transmissions;
- originate messages to be transmitted;

4. understand the need for a records-management system for storing, retrieving, and purging business information;

- discuss the need for standardized records-management procedures in a business;
- identify factors to be considered in instituting a records-management system, such as staff, cost, security, possible loss or destruction, and laws relating to retention and to copyright;

5. practise storing and retrieving hard- and soft-copy files;

- classify documents and use appropriate retention schedules for active, inactive, and obsolete files;
- practise storing and retrieving information, using the following equipment: a filing cabinet, microfilm, microfiche, electronic media, a computer data-base system;
- access, request, and collect information from, and add information to, a data base;
- apply rules for alphabetic, geographic, subject, numeric, chronological, and coding filing systems to hard-copy materials;
- practise electronic filing by entering and coding data and storing them on formatted disks;
- sort data alphabetically on computers;
- produce hard copies;
- update disks with new data;
- recall files on disks and delete unnecessary data;
- produce updated hard copy;

6. describe the characteristics and uses of current reprographic equipment;

- be introduced to traditional and programmable equipment through such means as films, field trips, guest speakers, and pictures of a control panel, and, if possible, use such equipment;
- use current terminology, especially the following terms: pitch, font, graphics, bold face, editing, move, search, replace;
- discuss the needs for reprographic equipment in both small and large offices;

7. prepare material for copying;

- prepare a cover page for a report, using a computer graphics program;
- prepare copies for an office simulation, following specific directions for quality control;

8. identify the reasons for the integration of word- and data-processing systems;

9. key, format, edit, store, and retrieve data, using text-processing equipment;

- follow instructions on a requisition form, key from original copy, edit and reformat material according to instructions, and produce final hard copy;
- measure and log the time they take to produce various documents and improve their productivity;
- observe or have hands-on experience with spreadsheets, data bases, and messaging applications;

10. outline the advantages and disadvantages of using machine-dictation-and-transcription equipment;

11. develop effective dictation and transcription skills;

- listen to the dictation of graduated lengths of materials and improve their listening and concentration skills;
- demonstrate an awareness of the responsibilities of a dictator to enunciate clearly;
- provide specific instructions for the transcriber and operate the dictating equipment efficiently;
- practise dictating from a prepared script;
- begin transcribing with words and phrases and progress to sentences and paragraphs;
- demonstrate the proper preparation for transcription and follow-up procedures;
- produce hard copy as required in simulation exercises.

IV. Career Planning

Core Content

Students will:

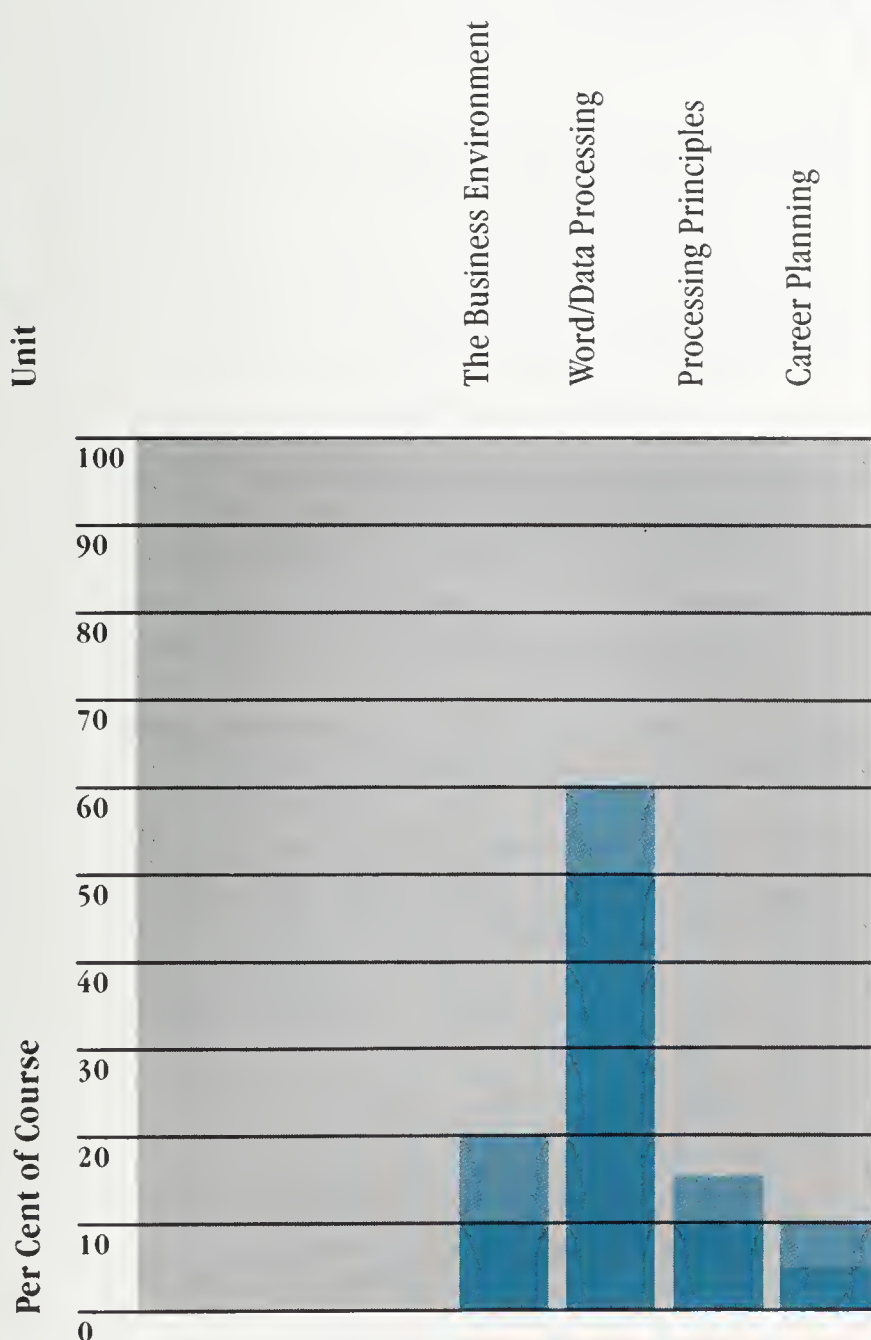
- 1. recognize the need for, and prepare, a personal inventory;**
 - examine their strengths, weaknesses, likes, and dislikes;
 - use a self-assessment checklist to clarify their current abilities, achievements, personality traits, and goals;
 - use student-guidance services within their school;
 - originate a personal inventory of interests and abilities or a résumé on a disk to be stored for future updating;
- 2. investigate careers related to information processing and their educational requirements;**
 - gather job descriptions and list the qualifications, attitudes, and skills that are required of potential employees;
 - assess the job market through an examination of job advertisements;
 - interview people in the work force to determine the possibilities for career changes;



3. outline the procedures necessary to obtain employment;

- originate and key a letter of application and a résumé and then revise them, print them, and store them on a disk;
- prepare for an employment interview by role-playing, practising, and, if possible, videotaping a simulated interview;
- follow up the interview with a thank-you letter that they have keyed, edited, corrected, and stored on a disk.

Information Processing, General Level (BSI4G)



Introduction

In this general-level Senior Division course, students will examine the operation of business organizational structures and the ways in which they integrate people, procedures, and equipment. This course is considered appropriate preparation for further study at the postsecondary level or for a career in the information processing field. Students may earn one or two in-school credits for this course, for which Information Processing (BSI3G) is the prerequisite.

Students should be provided with opportunities to:

- understand the role of specific departments within a business organization;
- develop the skills and knowledge that are required for successful employment in an integrated office environment;
- practise effective office communication skills;
- investigate appropriate personal career paths;
- use microcomputers to perform word- and data-processing functions in businesslike simulations;
- demonstrate an ability to use dictation and transcription equipment efficiently;
- participate in a businesslike simulation in a word-processing centre or practice-office environment.

Teaching and Assessment Strategies

The teaching and assessment strategies included here are specific to this information processing course at the general level and are suggested in addition to the general strategies for teaching and evaluating student achievement outlined in the introduction to this program and in the business studies policy document *Policy for Program Planning and Delivery*.

In this course the teacher should act as a resource person, encouraging students to demonstrate an understanding of the procedures and skills involved in an office environment and to use their decision-making skills to process business information.

Students should be given business-simulation packages that require them to apply the procedures and proper use of automated equipment. For example, a simulation involving travel could require students to use word-processing and data-processing equipment.

Skill tests, assignments, written and oral reports, tests, and examinations are suitable assessment instruments for this course. Students' work habits and attitudes should also be evaluated. Teachers should involve students in the development of a checklist of the affective qualities to be assessed. Peer and self-evaluation should be built into assignments and simulations in ways that reflect the kind of evaluation that students would encounter in the workplace.

If a two-credit course is offered in Information Processing (BSI4G), the additional course content will focus on a particular business specialty: a second language, law, medicine, finance, or a technical area. The additional content for such a course will include the following:

- a survey of the business environment of the specialty
- the use of vocabulary associated with the area
- special keyboarding skills to meet the needs of the area selected
- business simulations whose activities, forms, reports, and vocabulary reflect those used in the specialty
- the use of computer software (e.g., data bases, spreadsheets, word processing, graphics) that is encountered in the particular field

The following table outlines the core units of content for the course and the percentage of class time and relative emphasis for evaluation purposes that should be allocated to each unit. Note that the sequencing of units is left to the discretion of the teacher. The percentages suggested here allow for the inclusion of optional material of local interest within each unit or as an additional unit.

Suggested Time and Evaluation Framework

Unit	Per Cent of Course
I. The Business Environment	10-20
II. Word/Data Processing	50-60
III. Processing Principles	10-15
IV. Career Planning	5-10

Course Content

The main items of course content for each unit are outlined in bold-face type. Each of these is followed by more specific learning opportunities that relate to the main item of content. Note that all of the items outlined in bold face are core content.



I. The Business Environment

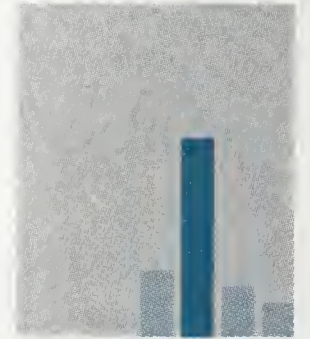
Core Content

Students will:

- 1. identify different business organization structures and examine the reasons for each;**
 - examine organizations of businesses within their own community, including examples of each of the following: individual proprietorships, partnerships, limited companies, co-operatives, franchises;
 - with the aid of guest speakers, interviews, films, or field trips, identify the purpose of an organizational structure in business;
 - identify the differences between the organizational structures of management in large and small businesses;
 - compare and contrast the work environments and management styles of the traditional and the post-industrial office;
 - analyse and originate organizational charts;
 - use an existing organizational flow chart as the basis for discussing the direction of different kinds of communication and determining the line of responsibility;
- 2. explain the purpose of an organizational structure within an office or a department with respect to work flow and effective office routines;**
 - explain the following terms: line, staff, line-staff, functional committee, open and closed office layouts;
 - describe the functions of the departments in an organization of their choice;
 - state the responsibilities of personnel and outline the role of each employee in the flow of communication in an office organization;
 - analyse the importance of planning, a co-operative work effort, and ergonomics in a successful business enterprise;
- 3. evaluate the importance of maintaining positive attitudes towards both work assignments and co-workers;**
 - relate co-operation and teamwork to increased productivity and improved morale;
 - list ways in which interest on the job can be developed and maintained;
 - relate the importance of overall office tone to the achievement of the objectives of an organization;
 - discuss company encouragement and incentive programs;
 - identify the importance of self-motivation;
 - outline the applications of the following in positions of responsibility: tact, patience, ability to motivate people, empathy, concern for and interest in the knowledge, expertise, and job efficiency of others;
 - apply problem-solving techniques to the resolution of the following office supervisory problems: the leaking of confidential information, complaints, an aggressive staff member, an inflexible staff member;
 - role-play situations in which one individual supervises another and then reverse the roles and repeat the role-playing activity;

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4. analyse the implications of federal, provincial, and municipal legislation for employers and employees;
 - examine the following areas as they are handled by the Employment Standards Act: hours of work, minimum wage, public holidays, overtime pay, vacation pay, benefit plans, termination of employment, maternity leave, day care;
 - understand the function of each of the following: the Human Rights Commission, Employment Standards Act, Unemployment Insurance Commission, Workers' Compensation Board, Canada Pension Plan, Ontario Health Insurance Plan, Occupational Health and Safety Act;
 5. examine the effect of unions, associations, and informal groups on working conditions, employee benefits, and the general business environment.

II. Word/Data Processing



Core Content

Students will:

1. investigate the integration of data processing and word processing;
 - identify the variety of word- and data-processing equipment and arrangements that are available to meet specific needs, including the following: stand-alone units, shared-logic systems, time-sharing arrangements, home and executive computers, terminals;
 - recognize the important role played by information in daily business operation and productivity, especially in the following areas: the regulation of business operations; the preparation of long-range plans; the handling of requests from outside sources, including customers, creditors, owners, and governments;
 - demonstrate an understanding of what information processing involves, including an understanding of such activities as the following: the collecting, compiling, processing, printing, storing, and retrieving of information; the transferring of information to users in a meaningful form; the integration of people, hardware, software, and procedures;

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- examine the implications of networks that link data processing, word processing, optical character recognition, micrographics, reprographics, computer graphics, dictation equipment, telephones, and electronic and voice mail;
 - chart the relationship of each area of data/word processing to the overall system;
- 2. apply keyboarding skills to integrated office assignments on word- or data-processing equipment;**
- key communications from handwritten arranged and unarranged material, as well as from verbal messages;
- 3. develop effective machine-dictating skills;**
- demonstrate an awareness of the responsibility of a dictator to enunciate clearly, to provide specific instructions to the transcriber, and to operate dictating equipment effectively;
 - practise dictating from a prepared script and then from self-originated material;
 - dictate and transcribe in pairs, changing frequently from the role of dictator to that of transcriber;
 - dictate a short technical item for which the clarity of the dictator's voice and the effective listening skills of the transcriber are important;
 - analyse the importance of dictating skills, especially with the linkage of voice-based dictation systems;
 - become aware of the flow of correspondence in both a centralized and a decentralized office system;
 - evaluate various methods of accessing a centralized system;
- 4. apply effective transcribing skills in simulated machine-transcription office assignments;**
- 5. integrate and apply previously learned information processing skills and knowledge in a business simulation;**
- organize work, establish work-flow priorities and schedules, and establish and meet deadlines;
 - consider style and format in relation to the letterhead used, the purpose and content of the communication, the anticipated impression on the receiver, the readability of the message, layout, and productivity;
 - perform tasks in a business environment that is as realistic as possible and that provides for the interaction of people, procedures, and equipment and the development and use of effective decision-making skills. Such an environment can be provided by a model practice office, a word-processing centre, a simulated classroom office, or work experience in a local office.
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III. Processing Principles

Core Content

Students will:

1. **identify appropriate procedures for the efficient management of time;**
 - consider work flow and describe the important factors to consider in setting up efficient office layouts;
 - analyse their task lists and apply the following problem-solving procedure: defining the problem, gathering data, selecting a solution, acting on the solution, evaluating the results, and making modifications or adjustments to the solution;
 - schedule a given list of appointments and then make accommodations for cancellations and rescheduling;
 - originate a time-and-motion study based on personal work activities;
 - experience interruptions by the teacher, the changing of original instructions, and other distractions and make any necessary adjustments to speed up the completion of job priorities;
2. **identify different types of meetings and their specific purposes;**
 - discuss the purpose of meetings such as the following: formal and informal meetings, conferences, meetings of boards of directors, and meetings of executive committees;
3. **outline the preparations necessary for conducting an effective meeting;**
 - outline the appropriate planning requirements for the physical set-up of a meeting;
 - consider the number of people who will be attending (so that an appropriate room can be reserved), audio-visual requirements, meals required, registration arrangements, and supplies required;
4. **identify the planning required for an effective meeting;**
 - prepare a formal and informal notice of a meeting;
 - prepare an agenda;
 - recognize the need for support documents such as the minutes of the previous meeting;
5. **outline the operation of an effective meeting;**
 - participate in different meeting activities (e.g., arriving at a group consensus, brainstorming, using parliamentary procedures);
 - attend meetings in the school and observe the procedures involved in setting up for a meeting, running a meeting, and preparing a record of the meeting;
 - recognize the responsibility of the person running the meeting as well as the recorder's responsibility to listen, identify and summarize points, and prepare a record of the procedures;
 - prepare and distribute the minutes of a meeting;



6. describe the use of electronic meetings as a management tool;

- discuss teleconferencing, audio-conferencing, and video-teleconferencing opportunities;
- identify the advantages and the disadvantages of electronic meetings, including their effect on the number of people to whom information can be sent, costs, and communication within a company, and the importance of effective language skills for the sending of messages through an electronic medium;

7. describe the travel services that are available for the arranging of business trips;

- plan a business trip, taking the following points into consideration: departure date and approximate time preferred, arrival date and approximate time preferred, method of travel (first class or economy), accommodation preferences, use of a travel-advance voucher, use of credit cards, preparations required for meetings on the trip, preparation of required support materials;
- key an itinerary, travel-advance forms, any correspondence required, and an expense summary and report at the end of the trip.

IV. Career Planning

Core Content

Students will:

1. identify sources of employment information;

- discuss the information provided through sources such as the following: classified advertisements, friends and family, school guidance services, private employment agencies, personnel offices, Canada Employment Centres;

2. originate and key an application letter and a résumé;

- retrieve their résumé from disk, update it, and print an up-to-date copy;
- complete an application form;

3. practise effective employment-interview techniques through interview simulations;

- assess their communication skills, general attitudes, personality, ambition, and motivation;
- learn about the prospective firm and prepare appropriate answers to likely questions;
- gather necessary documents for the interview;
- role-play an interview situation, paying attention to introductions, common courtesies, eye contact, honesty in responding to questions, and physical posture (the interviews should be videotaped if possible);
- review and practise their interview performance;
- identify and practise effective follow-up procedures;

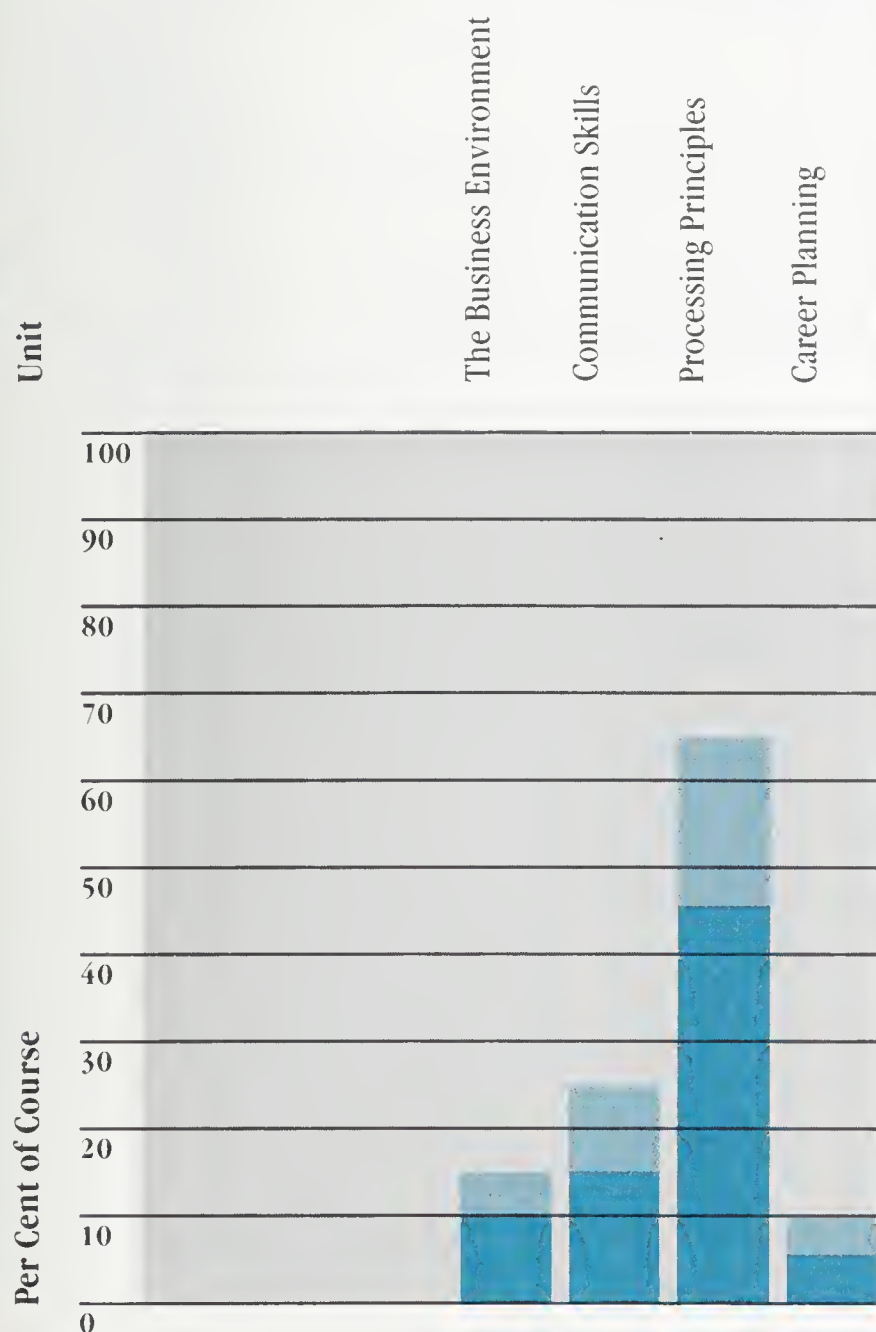
4. compare a variety of different working conditions;

- examine a variety of job descriptions and different jobs in terms of the following: employee-supervisor relationships; salary and increment policies; hours of work; employee benefits; vacations; recruitment policies; provisions for training, retraining, and professional development; allowances for continuing education; company policy in respect to resignations; performance appraisals; job-evaluation systems;

5. evaluate factors that may form a part of job-performance reviews;

- discuss the importance of the following: attendance, punctuality, initiative, ability to adjust to difficult situations and to work under stress, self-control, confidentiality, written and oral communication skills;
- outline the attitudes and performance necessary for retaining a job or seeking a promotion;
- set short- and long-term goals;
- examine appropriate procedures for leaving a job;
- analyse job satisfaction in relation to life skills and self-fulfilment.

Information Processing, Advanced Level (BSI3A)



Introduction

This advanced-level Senior Division course will provide students with an opportunity to investigate current technologies, apply current procedures, and assess their impact on the working environment. The personal performance standards necessary for job satisfaction, as well as the skills and responsibilities required, will be examined. Students may earn one in-school credit for this course, for which the prerequisite is one full credit in keyboarding at the general or advanced level.

Students should be provided with opportunities to:

- develop analytical and decision-making skills as they relate to an information processing environment;
- examine business organizations and information processing procedures and their effect on office systems;
- develop human-relations skills, effective work habits, and appropriate attitudes in relation to established employment standards;
- develop effective communication skills;
- formulate personal career plans, concentrating on preparation for employment;

- apply their keyboarding skills to business-related applications that are relevant to their career goals;
- use microcomputers to perform word- and data-processing activities;
- use electronic-mail, electronic-calendaring, electronic-messaging, and document-preparation procedures.

Teaching and Assessment Strategies

The teaching and assessment strategies included here are specific to this information processing course at the advanced level and are suggested in addition to the general strategies for teaching and evaluating student achievement outlined in the introduction to this program and in the business studies policy document *Policy for Program Planning and Delivery*.

Because of the strong emphasis on current office technology in this course, students shall have access to up-to-date office equipment, either through school facilities or through a co-operative arrangement with local business establishments. Contacts made through work-experience or co-operative education programs may be used to arrange tours of facilities so that students can observe equipment and procedures in operation.

Reading material on technology related to social and work-related issues and business-related periodicals and reference books should be available in the classroom for student use. Students should be encouraged to use library facilities as extensions of their classroom's supply of reference materials and source books.

Students should collect clippings, articles, and newspapers on business topics of interest and compile this information, along with information on the theory covered in the course, for inclusion in a procedures manual. They should be encouraged to take an active role in the analysing and creating of new procedures and routines for the classroom and in setting up bulletin boards and room displays to demonstrate new office technology.

Students should acquire a knowledge and an understanding of the concepts and procedures necessary to interpret the theory presented in the course and should use these concepts and procedures in the preparation of documents and classroom presentations.

The building and strengthening of communication skills should be an ongoing process in which the skills of listening, reading, and writing are developed through the creation of a procedures manual, oral reports, and research projects.

The evaluation of documents and presentations should reflect students' ability to interpret theory, to use research techniques to reference material, to make decisions and use initiative, and to set time lines and priorities. Application exercises should be multifaceted in their requirements, which might range from the creation of a data-base program of frequently called telephone numbers to the originating and reproducing of a business document using electronic messaging. Student presentations, whether oral or written, should be evaluated not only for their content but also on students' ability to communicate ideas effectively, adhere to time lines, summarize, and draw out the main points.

The following table outlines the core units of content for the course and the percentage of class time and relative emphasis for evaluation purposes that should be allocated to each unit. Note that the sequencing of units is left to the discretion of the teacher. The percentages suggested here allow for the inclusion of optional material of local interest within each unit or as an additional unit. Unit II, Communication Skills, is best covered as it applies throughout the course rather than as a separate unit.

Suggested Time and Evaluation Framework

Unit	Per Cent of Course
I. The Business Environment	10-15
II. Communication Skills	15-25
III. Processing Principles	45-65
IV. Career Planning	5-10

Course Content

The main items of course content for each unit are outlined in bold-face type. Each of these is followed by more specific learning opportunities that relate to the main item of content. Note that all of the items outlined in bold face are core content.



I. The Business Environment

Core Content

Students will:

1. **identify the major objectives and functions of a business;**
 - discuss the objectives of business, including making a profit and supplying goods and services;
 - discuss the role of business in providing opportunities for employment;
 - discuss various functions within a business, including purchasing, receiving, stockkeeping, production, sales, shipping, billing, and accounting;
 2. **recognize the differences that exist between industrial and service organizations and the reasons for these differences;**
 - analyse existing organization charts and originate a new one;
 - identify the differences among the following organizational structures: line, staff, line-staff, functional;
 - understand the structure, purpose, and function of departments within an organization and make a flow chart showing their interrelationship;
 3. **describe current technological developments and their effect on office organization and functions;**
 - compare a traditional office organization to the office pattern that is emerging today;
 - originate an organization chart;
 - with the aid of field trips, films, speakers, and current business-related literature, compare traditional and modern office equipment and describe how new equipment has affected office organization, management, jobs, and skills;
 - investigate both the positive and negative effects of automation and present their findings to the class, either in oral or written form;
 - bring to class articles on the effects of office automation, especially in the areas of equipment changes, procedures changes, and the demand for different employee skills;
 - through a simulation, perform word- and data-processing functions for one department in an office;
 4. **develop an understanding of the need for effective time management, routines, and procedures in the office;**
 - discuss how procedures assist people to complete jobs and add to their feeling of security;
 - originate procedures sheets for various routines in the classroom;
 - originate procedures to be followed for the completion of an information processing task;
 5. **identify common office health and safety procedures;**
 - outline appropriate precautions to be taken in an office;
 - discuss the following items: methods of dealing with stress, smoking and its effect on the smoker and on other employees, eye strain and its relationship to fluorescent lighting and video-display terminals, the importance of an adequate circulation of fresh air, comfortable work stations, noise control;
 - listen to speakers, view films, and keep up to date on current legislation and organizations, such as the Occupational Health and Safety Act, the Industrial Accident Prevention Association, and the Ontario Fire Code;
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6. describe the relationship of interpersonal skills to successful communication and teamwork in a wide variety of situations and circumstances;

- identify positive work attitudes of employers and employees;
- identify human needs in a business-office environment;
- determine methods of dealing with conflict through case studies and actual situations that occur in the classroom or home, or on work-experience assignments;
- practise their own interpersonal skills and evaluate their own development in this area;

7. recognize the importance of and demonstrate the skills required for productive teamwork;

- understand that today's employee is a multitask worker who does not work in isolation;
- work as a member of a team to complete an assignment, evaluate their own and other students' contributions to group activity, and assess the advantages and disadvantages of group work;
- examine the methods used by business to measure work in order to justify current staff and equipment and to project future needs;
- measure how much time it takes to accomplish different tasks;
- arrange work assignments and responsibilities in order of priority and design a plan to get a task completed in the least possible time;
- think both independently and as a member of a group, drawing carefully thought-out conclusions as to how work assignments should be completed and how students might handle themselves in business-office situations;
- apply logical steps such as the following in reaching decisions: evaluating the relevance of data, looking at possible alternatives, weighing the benefits of the alternatives, weighing the disadvantages of the alternatives, making an appropriate decision;
- take part in activities involving case studies, in-basket exercises, role playing, brainstorming, and simulations;
- originate and key a brief report on the integration of people, equipment, procedures, and the environment;

8. analyse the effect of current social and labour issues that affect the office environment;

- examine such issues as the following: affirmative action, human rights, equal pay for work of equal value, employment practices with regard to visible minorities and the disabled, unionized offices;
- listen to speakers, view films, read legislation, and collect current articles on the issues;
- summarize an article orally or in written form;
- prepare a short paper on a topic of interest;
- prepare a bulletin-board display;
- make a class presentation.

II. Communication Skills

Core Content

Students will:

1. originate memoranda, letters, and formal and informal reports;

- discuss appropriate models of memoranda, letters, and reports;
- draft a first copy, using words correctly and constructing sentences and paragraphs using correct punctuation and word division;
- use proofreaders' marks and text-editing equipment in correcting grammatical, spelling, and punctuation errors in copy;
- use, and understand the limitations of, dictionary programs on text-editing equipment;
- make use of reference material;
- identify a format that is appropriate to both the purpose and the content of a particular item of communication;

2. read material written by their peers and summarize it orally and in written form;

- analyse their writing in groups and evaluate how effectively they have communicated their message;

3. develop their business speaking and listening skills;

- communicate effectively in the classroom to overcome their feelings of shyness and insecurity;
- expand their vocabulary by participating in class discussions, carrying out reading assignments,

and compiling personal lists of new words and their meanings;

- practise thinking before they speak, speaking clearly and varying their voice tone, listening in a quiet environment, filtering out distractions and paying attention to details, listening for the important points, and listening with an open mind;

4. give, interpret, and follow instructions;

- develop effective thinking skills by practising the giving and following of brief, specific instructions for (a) performing a specific machine function, (b) preparing a specific document, and (c) any activity requiring specific instructions;

5. develop, organize, and use reference materials in their daily work;

- compile a resource manual throughout the course to serve as a record of the theory and procedures learned, the work completed, and the organizational skills used;
- identify and use reference materials and services that are required both in school and in a business office;
- understand and be able to use the following kinds of reference sources: a dictionary, a thesaurus, company files, directories, Dun & Bradstreet publications, almanacs, government publications, and data-base networks or on-line information services;
- use reference sources efficiently to locate specific information that is needed in a business situation;
- research and prepare brief outlines on given topics, using several sources of reference and cards to note information and to record sources that might be needed for a bibliography;

6. identify and understand the importance of non-verbal forms of communication;

- explain and demonstrate how dress and grooming, body language, work-station organization, social graces, and language can communicate an impression;

7. demonstrate procedures for greeting and introducing visitors or business associates who call in person at the office;

- role-play situations in which they greet visitors to the school or introduce speakers to the class.

III. Processing Principles

Core Content

Students will:

1. describe current methods for transmitting information;

- describe or use postal services, courier services, electronic mail, voice mail, satellite transmissions of information, Telepost, Intelpost, and Infotex;
- describe how productivity is increased through the use of electronic-mail systems;
- originate and key a business letter in simplified style, using electronic-mail techniques;
- organize and prepare mail for distribution;
- prepare outgoing mail, which involves the following activities: handling copies, attaching enclosures, handling materials to be sent separately, and assigning appropriate mail-delivery directions;
- process incoming information either by reading it into a system and transmitting it or by using some or all of the following procedures: sorting the mail, opening the mail, dating the mail, making annotations, attaching related materials, identifying follow-up procedures, routing the mail, originating replies to routine correspondence;



2. identify and practise effective telephone procedures;

- analyse their own voice through the use of a tape recorder, paying particular attention to tone, inflection, enunciation, and language skills;
- practise taking accurate and complete telephone messages that are annotated for permanent record;
- practise putting callers on hold, transferring calls, and screening calls;
- use a data-manager program to create a data file of frequently called numbers;
- plan and make person-to-person calls, conference calls, and collect calls, as well as calls that require making an appointment, direct dialing, and taking the effect of time zones into account;

3. examine the current features and use of telephones in an information processing environment;

- observe or use telephones linked to the dictation process, voice-recognition units, input devices for data transmission, and video-display telephones;

4. show how different functions and kinds of telecommunication devices are used in the processing of information;

- discuss the links among compatible terminals, modems, and satellites;
- observe or use store-and-forward voice systems, teleconferencing, video conferencing, data-transmission systems, and satellite transmissions;
- originate messages to be transmitted;

5. understand the need for a records-management system for storing, retrieving, and purging business information;

- discuss the need for standardized records-management procedures in a business;
- identify the factors that should be considered before a decision is made as to which records-management system should be used. These factors include staff, cost, security, possible loss or destruction, and laws relating to retention and to copyright;

6. practise storing and retrieving hard- and soft-copy files;

- classify documents and use appropriate retention schedules for both active and inactive files;
- purge obsolete files;
- decide what method is to be used for storage (e.g., filing cabinets, microfilm, microfiche, electronic media, a computer-aided system);
- access, request and collect information from, and add information to a data base;
- apply rules for alphabetic, geographic, subject, numeric, chronological, and coding filing systems to hard-copy materials;
- use a computer program to enter and store data on formatted disks; sort data alphabetically; produce hard copy; update a disk with new data; recall files and delete unnecessary data; and produce updated hard copy;

7. analyse and compare reprographic methods;

- consider the costs, speed, quality, and operation of different equipment in terms of business requirements;
- be introduced to traditional and programmable equipment through such means as films, field trips, guest speakers, and pictures of a control panel, and, if possible, use such equipment;
- learn current terminology, such as the following: pitch, font, graphics, bold face, editing, move, search, replace;
- given a variety of situations and circumstances, determine the best method of duplication for a variety of situations and circumstances;
- prepare material for copying, using the following procedures: keying, editing, reformatting, cutting and pasting, organizing and arranging layout, printing back-to-back runs, printing side by side, enlarging and reducing, collating;
- prepare a cover page for a report, using a computer graphics program;

8. use integrated software combining word-processing, spreadsheet, data-base, and messaging applications;

- key, format, edit, revise, store, and retrieve business communication;
- follow instructions on a requisition form and produce final hard copy;
- measure and log the time they take to produce various documents and improve their productivity;
- use software to enter, manipulate, interpret, and extract data;

9. outline the advantages and disadvantages of using machine-dictation-and-transcription equipment;

10. develop effective dictation and transcription skills;

- listen to the dictation of graduated lengths of material and develop their ability to concentrate;
- demonstrate an awareness of the responsibilities of a dictator to enunciate clearly;
- provide specific instructions for the transcriber and operate dictating equipment effectively;
- practise dictating from a prepared script;
- begin transcribing words and phrases and progress to sentences and paragraphs;
- demonstrate the proper preparation for transcription and follow-up procedures;
- produce hard copy as required in simulation exercises.

IV. Career Planning

Core Content

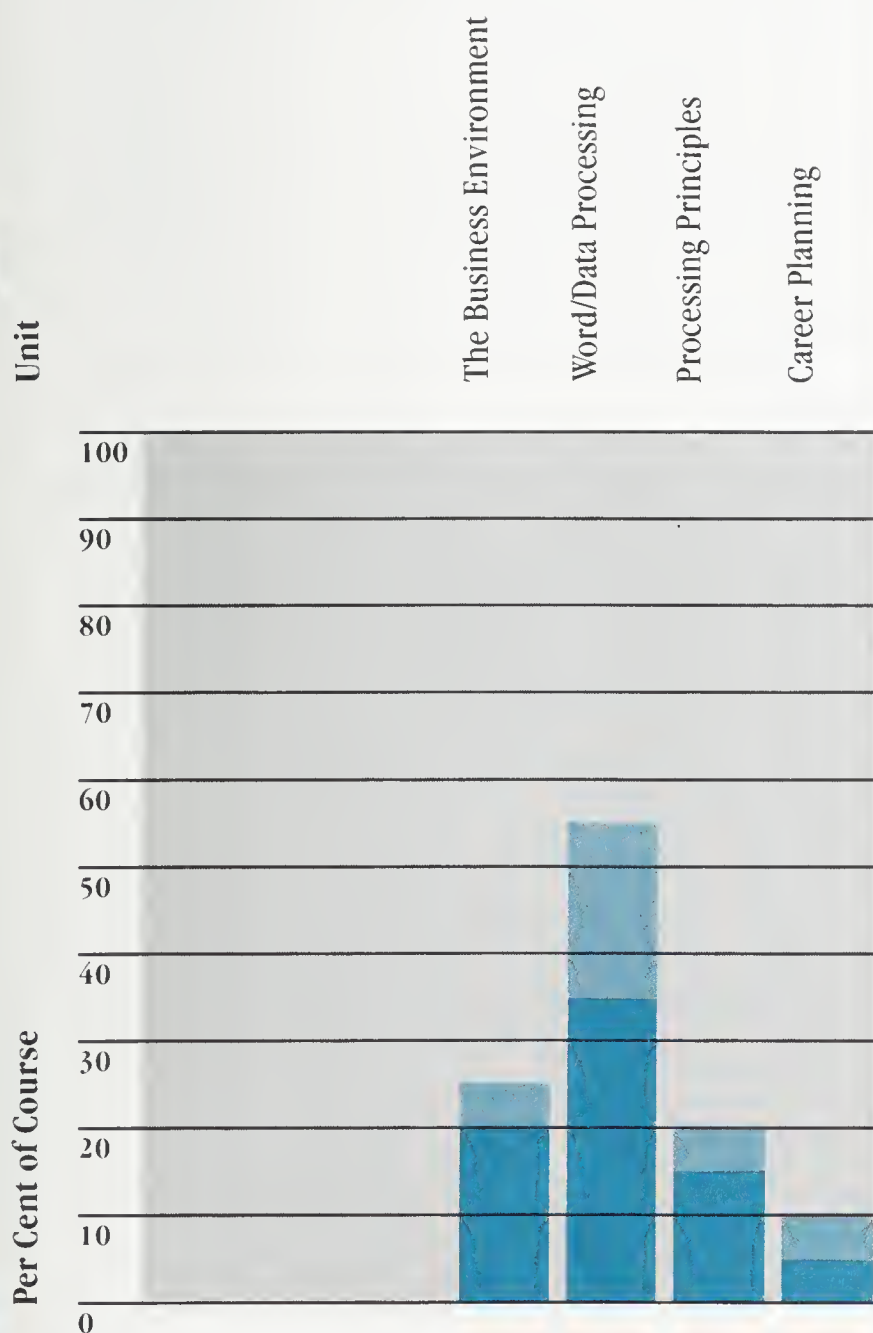
Students will:

1. **recognize the need for and prepare a personal inventory or résumé;**
 - analyse their strengths, weaknesses, likes, and dislikes;
 - clarify their current abilities, achievements, personality traits, and goals;
 - identify careers to which their interests apply;
 - originate a personal inventory of interests and abilities;
 - use a flow chart to illustrate steps they must take if they are to attain their goals;
2. **investigate the opportunities for careers related to information processing and the educational requirements for them;**
 - gather job descriptions and list the attitudes and skills that are required of potential employees;
 - assess the job market through an examination of job advertisements;
 - identify the importance of knowing what a specific job or career choice involves (e.g., educational requirements, demand for employees, specific skills required, remuneration, opportunities for advancement, continuing-education opportunities);
3. **outline the procedures necessary to obtain employment;**
 - originate and key a letter of application and a résumé;
 - complete application forms;
 - prepare for an employment interview by taking part in simulated interviews;
 - apply appropriate follow-up procedures to the simulated interviews in which they have taken part;
4. **examine practices related to probationary and job-performance reviews;**
 - discuss scheduled appraisal interviews, the quantity and quality of work expected by employers, and the importance of interacting with colleagues.

Information Processing, Advanced Level (BSI4A)

Introduction

Students taking this advanced-level Senior Division course will examine the effects of office technology on the policies and procedures followed in today's business environment. They will investigate the operation of an office system, including the interaction of departments, personnel, and equipment. This course will prepare students for postsecondary education or a career in the information processing field. Students may earn one or two in-school credits for this course, for which the prerequisite is Information Processing (BSI3A).



Students should have opportunities to:

- analyse the influence of government policies and labour organizations on the operation of a business;
- develop the essential skills and knowledge required for employment in an information processing environment;
- develop the human-relations skills required in an information processing environment;
- demonstrate effective communication skills;
- investigate personal career goals;
- apply word/data-processing skills in realistic business simulations;
- use electronic mail, electronic messaging, and electronic calendaring in document preparation;
- demonstrate the ability to dictate and transcribe effectively using transcription equipment.

Teaching and Assessment Strategies

The teaching and assessment strategies included here are specific to this information processing course at the advanced level and are suggested in addition to the general strategies for teaching and for evaluating student achievement outlined in the introduction to this program and in the business studies policy document *Policy for Program Planning and Delivery*.

Students should have the opportunity to demonstrate their ability to analyse and evaluate theory and communicate information effectively. They should be able to use problem-solving techniques in completing their tasks and to take advantage of role-playing and small-group simulations. Students should have access to a word-processing centre, a practice office, or other businesslike simulation environments in which they can observe and participate in the productive interaction of people, procedures, and equipment.

They should be able to, within the simulated activity, have opportunities to interpret available data and make suitable decisions regarding the processing of information. Again, application exercises and simulations should reflect the concepts of a multipurpose work station and should incorporate the integration of various types of software and technology. For example, students may research and prepare a business report and then be asked to summarize their findings for oral presentation at a meeting. Students should not only create, key, and store their reports but also set priorities and summarize their findings for an oral presentation. They should originate and prepare a suitable notice of the meeting, an agenda, and minutes. The reports and documents for the meeting should be reproduced and should be enhanced through the use of a computer graphics program. This type of package would ensure that students have an opportunity to analyse, create, manage, and print documents.

Skill tests, assignments, written and oral reports, tests, and examinations are suitable assessment instruments for this course. Students' work habits and attitudes should also be evaluated. Teachers should involve students in the development of a checklist of the affective qualities to be assessed. Peer and self-evaluation should be built into assignments and simulations in ways that reflect the kind of evaluation that students would encounter in the workplace.

If a two-credit course is offered in Information Processing (BSI4A), the additional course content will focus on a particular business specialty: a second language, law, medicine, finance, or a technical area. The additional content for such a course will include the following:

- a survey of the business environment of the specialty
- the use of vocabulary associated with the area
- special keyboarding skills to meet the needs of the area selected
- business simulations whose activities, forms, reports, and vocabulary reflect those used in the specialty
- the use of computer software (e.g., data bases, spreadsheets, word processing, graphics) that is encountered in the particular field

The following table outlines the core units of content for the course and the percentage of class time and relative emphasis for evaluation purposes that should be allocated to each unit. Note that the sequencing of units is left to the discretion of the teacher. The percentages suggested here allow for the inclusion of optional material of local interest within each unit or as an additional unit.

Suggested Time and Evaluation Framework

Unit	Per Cent of Course
I. The Business Environment	20-25
II. Word/Data Processing	35-55
III. Processing Principles	15-20
IV. Career Planning	5-10

Course Content

The main items of course content for each unit are outlined in bold-face type. Each of these is followed by more specific learning opportunities that relate to the main item of content. Note that all of the items outlined in bold face are core content.



I. The Business Environment

Core Content

Students will:

- demonstrate an understanding of the different forms of business organization and the reasons for them;**
 - examine business organizations within their own community that are examples of individual proprietorships, partnerships, limited companies, co-operatives, and franchises;
 - with the aid of guest speakers, interviews, films, or field trips, identify the purpose of an organizational structure in business;
 - identify the difference between the organizational structure of management in large and small businesses;
 - analyse and originate organizational charts;
 - prepare a flow chart to illustrate the division of responsibilities and the direction of communication in a business;

2. analyse the purpose of the different methods of organizing an office and relate office organization to the efficiency of a business operation;

- describe the open and closed concepts of work-station design;
- list the advantages and disadvantages of different types of office layout, considering such aspects as decor, noise, floor plan, equipment accessibility, and time and space management;
- consider the importance of planning, a co-operative work effort, and ergonomics to a successful business operation;
- analyse environmental factors that are important to productive office organizations;
- describe the functions of the departments in an organization of their choice;
- state the responsibilities of personnel and their role in the communication process in an office environment;

3. evaluate the importance of an employee's maintaining a positive attitude towards the job and his/her co-workers from the point of view of both the employer and the employee;

- analyse the effect of interpersonal and supervisory skills on employer-employee relations;
- discuss assertiveness training in relation to self-development;
- analyse the importance of overall office tone in relation to the objectives of an organization, especially in terms of the following: adhering to job descriptions, maintenance of quality of work, escalation of costs, application of interpersonal skills;
- discuss company encouragement and incentive programs;
- realize the importance of self-motivation and entrepreneurial skills;
- apply problem-solving techniques to the resolution of specific office supervisory problems, such as the leaking of confidential information, complaints, aggressive staff members, and inflexible staff members;

4. analyse the effects of federal, provincial, and municipal legislation on the working environment;

- outline the impact on and importance to both employers and employees of the following legislation and government policies and agencies: the Minimum Wage Act, the Labour Act, laws governing advertising and consumer relations, affirmative-action policies, the Human Rights Commission, the Employment Standards Act, the Unemployment Insurance Commission, the Workers' Compensation Board, the Canada Pension Plan, the Ontario Health Insurance Plan, the Occupational Health and Safety Act;
- examine the implications of the Employment Standards Act in the following areas: equal pay for equal work, equal pay for comparable work, the desirability of equal opportunity, hours of work, minimum wage, public holidays, overtime pay, vacation pay, benefit plans, termination of employment, maternity leave, day care;
- prepare an essay or report on a social or labour issue;

5. identify the effect of unions, associations, and informal groups on working conditions, employee benefits, relationships between employers and employees, and the general business environment.

II. Word/Data Processing

Core Content

Students will:

1. **analyse the integration of data processing and word processing and understand the implications of this integration;**
 - recognize the role that information plays in daily business operations and productivity in such areas as the following: the regulation of business operations, the preparation of long-range plans, the handling of requests from outside sources, increased productivity;
 - describe the function of personnel support systems for the effective use of equipment;
 - demonstrate an understanding of what information processing involves, including such activities as the following: the collecting, compiling, processing, printing, storing, and retrieving of information; the transferring of information to users in a meaningful form; the integration of people, hardware, software, and procedures;
 - identify the implications of information processing for future office work environments by examining the networks that link data processing, word processing, optical character recognition, micrographics, reprographics, computer graphics, dictation equipment, telephones, electronic mail, and voice mail;
2. **apply keyboarding skills to integrated office assignments on word- or data-processing equipment;**
 - key from handwritten copy, edited copy with proofreaders' marks, and unarranged material;
3. **develop effective machine-dictation skills;**
 - demonstrate an awareness of the responsibilities of a dictator to enunciate clearly and to provide specific instructions to the transcriber;
 - demonstrate the ability to operate dictating equipment effectively;
 - practise dictating from a prepared script and then from self-originated material;
 - dictate and transcribe in pairs, changing roles frequently;
 - dictate a short technical item for which the clarity of the dictator's voice and the effective listening skills of the transcriber are important;
 - determine the importance of dictating skills in the linkage of voice-based dictation systems;
4. **describe the flow of information from its originator to the receiver of the final copy;**
 - prepare brief job descriptions for each person involved in the flow of information from originator to receiver;
 - determine the responsibility and the procedure to be used for the retention of hard copy and file records;
5. **examine the purposes of centralized dictating and transcribing equipment and the methods for accessing each in a centralized system;**
 - list the advantages and disadvantages of handwritten materials, shorthand, optical character readers, automated equipment, telephones, and voice-based systems;
6. **demonstrate an understanding of the importance and function of the essential components of simple and complex business reports;**
 - understand the use of and key a title page; an authorization letter (letter of transmittal); a table of contents; lists of enumerations, illustrations, and charts; reports; end notes; bibliographies; appendixes; an index; charts; and graphs;

7. originate a business or technical report using data obtained from their own investigations;

- apply previously learned techniques in the researching, compiling, and summarizing of data;
- consider the purpose of the report, the person(s) addressed in the report, the circumstances under which the report will be received (an analysis of the complete situation), and the most effective procedures to follow when organizing the material; and learn to use action words, separate fact from opinion, and write in the third person rather than in the first person;

8. analyse the impact of technology on banking procedures;

- interview bank personnel and read current literature;

9. examine the role of financial statements within a business organization;

- read and interpret financial statements;
- recognize the responsibilities of management, financial departments, and support staff with regard to financial statements;
- key financial statements at an information processing work station, deleting old information and adding new;

10. integrate and apply previously learned skills and knowledge in a business simulation;

- establish work-flow priorities and schedules and meet established deadlines;
- consider styles and format in relation to the letterhead used, the purpose and content of the communication, the anticipated impression on the receiver, the readability of the message, the layout, and efficiency and productivity;
- perform tasks in a business environment that is as realistic as possible; that provides for the interaction of people, procedures, and equipment; and that emphasizes the use of decision-making skills. Such a business environment can be provided by a model practice office, a word-processing centre, a simulated office in the classroom, or work experience in local business or through in-basket exercises.

III. Processing Principles

Core Content

Students will:

1. analyse the need to manage time efficiently in order to obtain maximum productivity;

- describe the misuse of time and determine the resulting decrease in productivity;
- consider time studies and task lists in relation to cost factors and productivity;
- schedule a given list of appointments for one day and then make accommodations for cancellations and the rescheduling of assignments;
- describe the advantage of electronic calendaring;
- make adjustments for rush jobs that have priority;

2. identify different types of meetings and their specific purposes;

- discuss the purpose of meetings such as the following: formal and informal meetings, conferences, meetings of boards of directors and of executive committees, general-purpose meetings;



3. outline the preparations necessary for conducting an effective meeting;

- plan a meeting for which the following must be considered: location, seating, furniture, equipment, supplies, heating and ventilation, number of participants, agenda, meals, registration, fees, seminar leaders, workshop brochures, information packages, news releases;

4. describe the common parliamentary procedures used to determine the order of agenda items, motions, resolutions, amendments, and voting procedures at meetings;

- attend a meeting to observe the procedures used;
- hold mock meetings on business issues;
- answer procedural questions by referring to reference books on parliamentary procedures or rules of order;

5. describe the responsibilities of the chairperson, the recorder, and the participants at a meeting;

- recognize the importance of the active participation of everyone present at a meeting; the chairperson's ability to use effective parliamentary procedures and to practise leadership skills; and the recorder's skill of listening, identifying a consensus, summarizing, and taking notes;

6. recognize the importance of and key the support documents required for an effective meeting (e.g., notice of the meeting, agenda, minutes);

- use the agenda as the order of business;
- determine the purpose and the importance of the minutes of a meeting;

7. describe the use of electronic meetings as a management tool;

- discuss teleconferencing, audio conferencing, and video teleconferencing;
- identify the advantages and the disadvantages of electronic meetings, including their effect on the number of people to whom information can be sent, costs, and communication within a company;

8. describe the travel services that are available for the arranging of business trips;

- plan a business trip, taking the following points into consideration: departure and arrival dates and the approximate times preferred, method of travel, accommodation preferences, use of a travel-advance voucher, use of credit cards, preparations required for meetings on the trip, preparation of required support materials;

9. produce an itinerary;

- prepare an itinerary for an impending trip;
- prepare the documents necessary for travel, such as the following: credit cards, copies of reservation letters, a copy of the itinerary, a passport, an immunization book, travel brochures, office files, business information;

10. describe the administrative assistant's duties during an employer's absence and on his/her return;

- outline the assistant's responsibilities for rescheduling appointments, handling routine requests, forwarding mail and messages, contacting the employer in an emergency situation, and preparing an expense summary and report of the trip.

IV. Career Planning

Core Content

Students will:

1. prepare for a job search;

- examine sources of information on job openings;
- originate and key a letter of application, a résumé, and an application form;
- practise effective interview techniques, using video-playback equipment;
- identify and practise effective follow-up procedures;

2. compare different working conditions;

- examine a variety of job descriptions and different jobs in terms of the following: relationships with supervisors; salary and increment policies; hours of work (including overtime and remuneration); employee benefits offered by companies; vacations; recruitment policies; training, retraining, and professional development; allowance for continuing education; company policy in respect to resignations; performance appraisals; job-evaluation systems;

3. evaluate factors that may form a part of job-performance reviews;

- discuss the importance of the following: attendance, punctuality, initiative, the ability to adjust to difficult situations and to work under stress, self-control, confidentiality;
- outline and consider the attitudes and performance necessary for retaining a job or seeking a promotion;
- set short- and long-term career goals;
- analyse job satisfaction in relation to life skills and fulfilment.



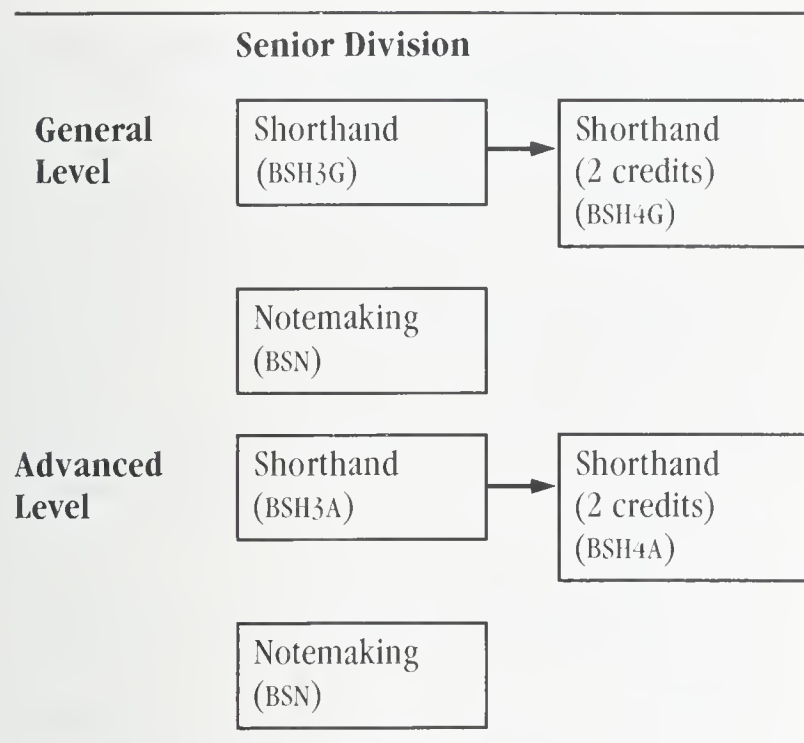
3. Shorthand and Notemaking

Introduction

Program Description

The shorthand and notemaking courses in this part of the business studies guideline emphasize the development and reinforcement of effective language, notemaking, recording, and transcribing skills. Students entering the business world or proceeding to postsecondary education will find these skills to be an asset.

As illustrated in the diagram on page 75, this part of the business studies guideline authorizes four courses in shorthand and two in notemaking in the Senior Division. Students may earn a maximum of one in-school credit in notemaking or three in-school credits in shorthand at either the general or the advanced level of difficulty. Additional credits in this program may be earned through a co-operative education mode of delivery as authorized in section 5.11 of OSIS.



Aims

The increased use of computer-based office technology has resulted in a significant shift in the application of traditional shorthand skills. Lengthy, verbatim business documents are now frequently prepared by support staff in a word-processing centre. Shorthand or notemaking skills are most commonly used to record brief messages, notes, memoranda, and instructions that will later be used for the preparation of final documents.

The direction taken in the shorthand courses included in this part of the business studies guideline reflects the business community's expectation that students who successfully complete a shorthand program will be able to record and transcribe business communications accurately and efficiently and use notemaking, communication, and language skills effectively. The notemaking courses outlined in this part of the business studies guideline are designed to help students develop and refine appropriate study habits, apply effective communication and language skills, and record and prepare notes for personal reference.

Accordingly, the aims of all shorthand and notemaking courses are to provide students with opportunities to:

- master a shorthand system;
- apply their knowledge of a shorthand system to personal or business-related notemaking activities;
- discern important points in what they read, see, or hear and record this information in usable form;
- increase their ability to communicate and use language skills appropriately;
- develop and reinforce effective work habits and attitudes so that they can participate productively in the world of work or take effective notes in a postsecondary environment;
- apply shorthand and notemaking skills to the recording and transcribing of information in other subject areas.

Teaching Strategies

In addition to the general teaching strategies included in the business studies policy document *Policy for Program Planning and Delivery*, teaching strategies for shorthand and notemaking courses are included in this section and in the descriptions of the specific shorthand and notemaking courses that follow.

The ability to read and write shorthand is important to the acquisition of both shorthand and notemaking skills. Learning activities should therefore include opportunities for students to practise their verbatim recording and transcribing skills. In notemaking the learning activities should also be designed to help students internalize information and record only the most salient points.

In general, the teaching strategies in a shorthand or notemaking program should emphasize the following:

- shorthand theory and vocabulary building
- homework assignments
- the building of shorthand reading skills
- the building of shorthand writing skills
- the building of dictation-recording skills
- the building of transcription and language skills
- the building of notemaking skills

Shorthand Theory and Vocabulary Building

In order to leave more class time for notemaking, recording, transcribing, and the application of effective language skills, schools are encouraged to select a shorthand system that can be learned quickly and easily. The shorthand system theory should be presented rapidly, and regular opportunities should be provided for review and consolidation.

Students should be able to recognize the phonetic basis of a shorthand system and to sound out or sound-spell words as each new element of theory is introduced. Sound-spelling activities should help students associate sounds with symbols and should be practised in small groups, pairs, or individually after the introduction of each new theory component. New outlines should be introduced and practised until students can write them without having to think about the theory involved.

Sight reading and writing should be introduced as early as possible. Immediately after the first few lessons, students should be encouraged to practise the automatic reading and writing of new shorthand outlines for words, phrases, and short sentences as well as to use their shorthand and notemaking skills to record homework assignments, telephone messages, shopping lists, and work plans and to take notes in other subject areas.

Homework Assignments

Homework assignments should be planned as carefully as any other component of a shorthand or notemaking lesson. In general, homework should be assigned at the end of each lesson, with time allowed for students to begin in class. Homework should be assigned and reviewed regularly.

Homework that consists of copying from shorthand plate is not as productive as the following recommended homework assignments:

- reading, with an established reading time goal, from shorthand plate or from student shorthand notes;
- reading from shorthand plate or print material and then dictating it to oneself from memory;
- applying shorthand theory to the writing of new, unreviewed vocabulary;
- dictating lists of words or passages of material onto a blank cassette and then playing it back for recording in shorthand;
- composing a short report in shorthand;
- using shorthand to summarize important information from newspaper articles or from television or radio programs;
- using shorthand to record lists of words, phrases, or short passages of information from a friend's dictation.

Building Shorthand Reading Skills

The ability to read shorthand notes quickly and easily is a key element in the acquisition of effective shorthand or notemaking skills. Students who read shorthand rapidly and easily are more likely to be able to write shorthand outlines quickly and transcribe from their shorthand notes easily and at reasonable rates of speed.

Teachers should demonstrate the rapid reading of shorthand and help students to establish reading time goals and to use reading time charts. Students should have frequent opportunities to time their reading activities and to evaluate their individual progress.

Reading skills should be developed in a logical progression, from the reading of single shorthand strokes to words, phrases, thought units, and complete sentences. Students should begin their reading activities using plate shorthand and then move on to reading from their own notes as soon as possible.

It is recommended that students:

- read a short passage in thirty seconds and then read it again in the same time period, but with the addition of a few words or phrases;
- read competitively in pairs or in small groups;
- read a passage with no hesitation;
- read passages with another student, who will offer a prompt at the first sign of hesitation.

Building Shorthand Writing Skills

The writing of shorthand should be introduced with the first shorthand lesson and should be accompanied by correct notebook procedures. Teachers should demonstrate effective shorthand writing skills frequently, both on the chalkboard and in individual student notebooks. Students may need help with body and hand positions, efficient arm movement, and correct shorthand outline proportions or positions. Teachers should observe students' writing activities carefully and frequently in order to detect and help correct errors in writing technique. Penmanship drills may be used for warm-up activities or for the correction of particular writing techniques.

A variety of writing activities should be assigned, from the copying of plate shorthand to the writing of a variety of practised and unpractised dictated material. Speed building should begin as soon as students start their written shorthand activities and should continue throughout the course. Since the prime objective of a shorthand course should be to help students record the sound of spoken (either oral or internalized) words, there is little to be gained from the practice of writing shorthand from printed text.

The following kinds of shorthand writing activities are recommended for students in a shorthand/notemaking program:

- shadow writing while reading from either shorthand notes or longhand text;
- recording from dictated material as many outlines as possible in fifteen seconds and then writing the same passage with additional words or phrases in the same amount of time;
- reading from familiar shorthand plate, notes, or text material and then writing as much as can be remembered without referring to the original copy;
- copying a passage from shorthand plate, leaving two blank lines between each line of shorthand so that students, after first tracing over the outlines to familiarize themselves with them, can then use the blank lines to record the same outlines in response to timed dictation;
- listening to dictated material and then recording it in shorthand in order to develop retention skills.

Building Dictation-Recording Skills

Verbatim recording practice is an important activity and can be used to help students acquire a comfortable facility with a shorthand system. It can also encourage active listening and recording skills. Dictation-recording practice should start early, with students recording well-practised material that is dictated for periods of fifteen to twenty seconds at forty to fifty words per minute. The speed of the dictation, the difficulty of the passage, and the duration of the dictation should be increased gradually as students' abilities develop during the course.

Teachers should be sensitive to the needs and abilities of the students involved. While speed forcing is an important component in the development of effective recording skills, it may, nevertheless, be a source of frustration to some students. Encouragement should be offered frequently, and teachers should make a habit of increasing the dictating speeds gradually and communicating these new speed goals and expectations clearly.

Building Transcription and Language Skills

Transcription from shorthand notes is a composite skill. It involves the ability to listen, comprehend, write, and read shorthand notes; handwrite or key accurate transcriptions; and apply the mechanics of effective language usage.

Greater emphasis should be placed on keyboard-transcribing proficiency in a shorthand course than in a notemaking course. Transcription should start early, with small portions of time devoted to the transcribing of short, well-practised sentences, short paragraphs, and, ultimately, letters and reports that have been well pre-viewed but not practised. Students should be encouraged to read ideas as well as words and acquire a "word sense" that will allow them to use contextual cues to complete words that they may have missed during the dictation. Students in shorthand courses should be required to work towards the goal of being able to produce mailable transcripts quickly and efficiently.

Students should have frequent opportunities to improve their language skills. Vocabulary-expanding activities, pretranscription training, the proofreading and editing of transcripts, notemaking, and the writing of assignments offer opportunities to develop and reinforce effective language skills.

Building Notemaking Skills

The ability to make non-verbatim notes of important points from what is read, heard, or observed is an important skill and one that should be developed and reinforced in shorthand as well as in notemaking courses. Students should be required to record important points from lectures, films, speeches, interviews, meetings, orally given instructions, telephone messages, and radio or television broadcasts.

Teachers should stress the importance of effective formatting and the use of major and minor headings to enhance the clarity of notes of reports, speeches, and essays.

The following kinds of notemaking activities are recommended:

- listening, reading, or observing for meaning
- identifying the main and supporting points of written or orally presented information
- summarizing, listening to, or reading information and then making notes from memory
- condensing information into point form

Evaluation of Student Achievement

General suggestions for the evaluation of student achievement are found in the business studies policy document *Policy for Program Planning and Delivery*. The following recommendations relate to all shorthand and notemaking courses. Additional suggestions for evaluation are included in the “Teaching and Assessment Strategies” section for each shorthand or notemaking course.

The following chart identifies the three main components for emphasis and evaluation that are common to shorthand and notemaking courses and recommends an appropriate emphasis for each course. Ranges are suggested to allow teachers to emphasize individual components of evaluation in order to accommodate the needs of their students, their schools, and their communities.

Course Component	Shorthand (BSH3G/3A)		Shorthand (BSH4G/4A)		Note-making, General	Note-making, Advanced
	General/Advanced	General/Advanced	General/Advanced	General/Advanced		
Shorthand Theory, Vocabulary Building, and Speed Building	55–65 %	50–60 %	50–60 %	50–60 %	50–60 %	45–55 %
Transcription, Communication, and Language Skill Development	25–35 %	30–40 %	30–40 %	10–15 %	10–15 %	5–10 %
Notemaking Techniques and Applications	10–20 %	10–20 %	10–20 %	25–40 %	25–40 %	35–50 %

The evaluation of student performance should be designed to reflect the amount of emphasis and class time allocated to the various components of each course. For example, in the initial stages of an introductory shorthand or notemaking course, the shorthand theory component would receive considerable emphasis in terms of both the time allotted to it and the evaluation of students' theory assignments. In the final stages of the course the evaluation of theory should receive little emphasis; much more time should be spent on the evaluation of students' dictation and transcription abilities.

The following kinds of shorthand/notemaking tests are recommended:

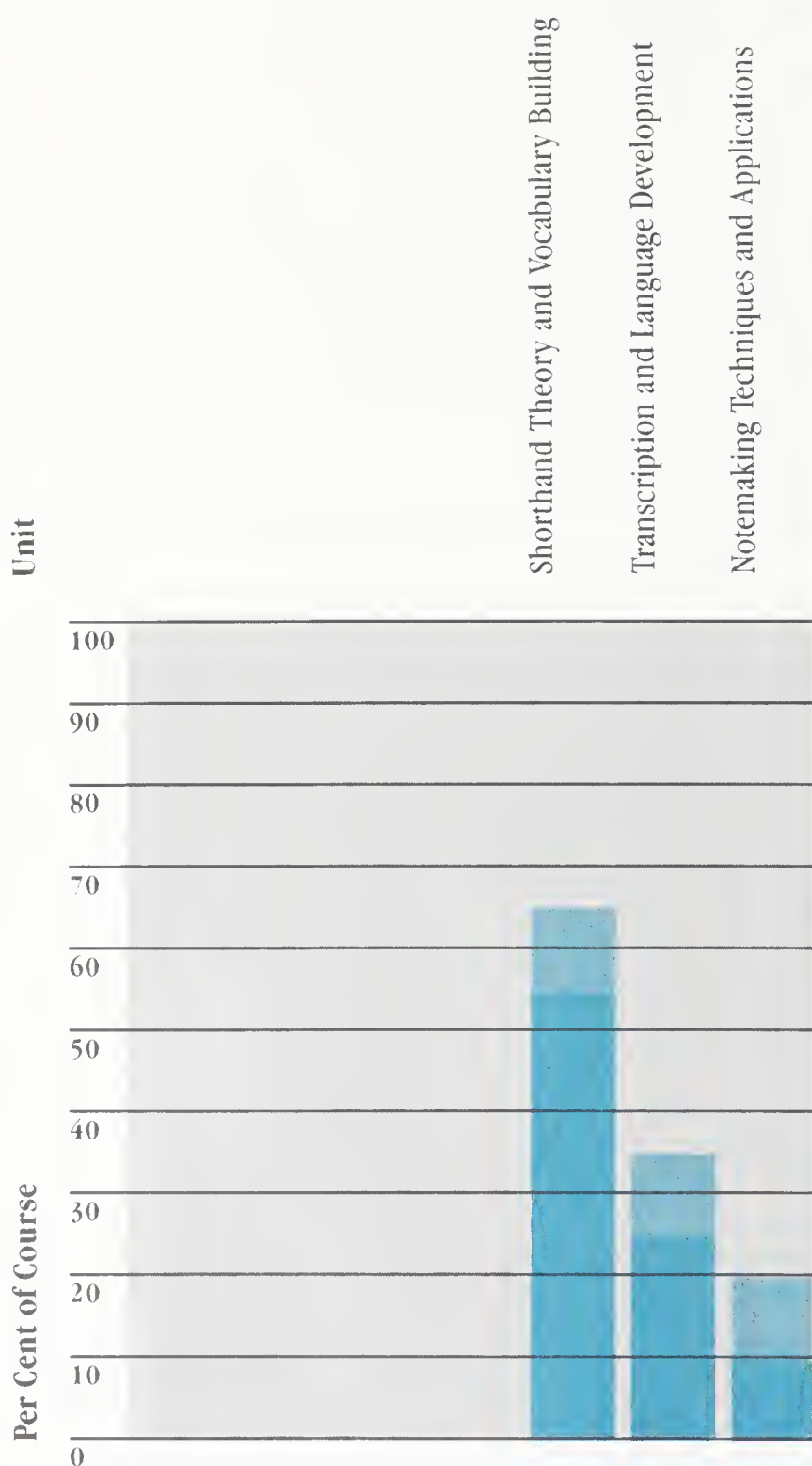
- tests that are quick and easy to administer, so that there is time for frequent testing at regular intervals and for additional practice activities
- tests that encourage automatic shorthand writing
- tests that assess students' grasp of the principles of the course after they have been well practised

Performance objectives should be clearly defined and should include such aspects as the requirements for dictation speed, length of material dictated, syllabic intensity, and performance standards. Standards should be established for all aspects of the work assigned, especially in the areas of homework, reading, writing, the application of theory, dictation, and transcription, as well as the formatting and presentation of final copy. Short-term as well as long-term objectives should be stated clearly, and students should be aware of these objectives as they apply their learnings and prepare for their performance evaluation. End-of-course standards for timed reading, writing, and transcribing activities are set out in the "Teaching and Assessment Strategies" section for each shorthand or notemaking course.

Tests should be designed to measure the degree to which performance objectives have been attained. Short tests at the end of each lesson are important vehicles for the assessment of student comprehension, especially during the initial part of the course, when shorthand theory is introduced. These tests can also serve as useful tools for the identification of specific student weaknesses.

Shorthand and notemaking tests should allow students to demonstrate their ability to read, write, and transcribe shorthand notes. Evaluation should be frequent and should indicate student progress, specific weaknesses, or areas where improvement is needed. Shorthand tests should not take too much time away from the learning of new theory or from opportunities to apply theory that has already been introduced.

Shorthand, General or Advanced Level (BSH3G/3A)



Introduction

Students will record dictated material into shorthand at sixty words per minute, transcribe from their notes, and develop effective notemaking and language skills. They may earn one credit for this Senior Division course, which will provide the foundation for Shorthand (BSH4G/4A). The prerequisite for Shorthand (BSH3G/3A) is one keyboarding credit at either the advanced or the general level of difficulty.

This course should provide students with opportunities to:

- learn and apply the principles of a shorthand system;
- integrate keyboarding and shorthand skills with effective language skills to produce transcripts that meet established standards;
- understand the need for and apply efficient notemaking procedures;
- apply shorthand and notemaking skills in other subject areas and for personal use;
- demonstrate efficient work habits.

It is expected that, where this course is offered at an advanced level of difficulty, the materials used for dictation and transcription practice and evaluation will surpass those used in a general-level program in both complexity of language and length.

Teaching and Assessment Strategies

The teaching and assessment strategies included here are specific to this shorthand course at the general or advanced level and are suggested in addition to the general strategies for teaching and for evaluating student achievement outlined in the introduction to this program and in the business studies policy document *Policy for Program Planning and Delivery*.

Students in Shorthand (BSH3G/3A) should be encouraged to acquire the ability to use a shorthand system, develop verbatim recording and transcribing skills, and improve their notemaking abilities.

One of the main objectives of this course is to help students learn to write shorthand using well-proportioned and accurately positioned and shaded outlines. However, too much emphasis on writing perfect outlines may result in a tendency for students to draw rather than speed-write in order to record efficiently and quickly. The appearance of students' outlines will improve as their knowledge of shorthand theory and the amount of time they have had to practise their shorthand writing skills increase.

Rapid reading should be encouraged from the beginning of the course. Student readings should be timed to provide students with immediate feedback and to motivate and challenge them to improve their shorthand reading abilities. The following scale may be used as a guide to assigning marks for shorthand reading activities:

General Level		Advanced Level	
Rate*	Mark	Rate*	Mark
175	10	200	10
170	9	195	9
165	8	190	8
160	7	185	7
155	6	180	6
150	5	175	5
145	4	170	4
140	3	165	3
135	2	160	2
130	1	155	1

*words per minute

The length of the passages used and the difficulty of their vocabulary should increase as the course progresses.

Dictation practice should start early, commence at speeds of forty to fifty words per minute, and move quickly towards the course goal of sixty words per minute. Initial dictation should consist of familiar words in short sentences and then progress to more complex material, to new previewed material, and eventually to new unpreviewed material. In the early stages of the course, dictation should last no longer than ten to fifteen seconds and should progress slowly towards the goals established in the end-of-course student objectives. Teachers should always communicate the determined speed goals and encourage students to attain them. It is not important for students to write every outline perfectly when they are trying to meet a speed goal. Teachers should encourage students to write as many complete outlines as they can, but where they feel they cannot keep up to the speed of the dictation, they should be encouraged to, at the very least, write the first part of every word, making an effort to keep up with the dictation. The use of dictation tapes and drill books should encourage students to record dictation rapidly and provide teachers with opportunities to identify individual student writing problems.

Except during the first part of the course, punctuation marks and paragraph indications should not be dictated. Students should be required to listen carefully and, from the inflection of the dictator's voice as well as from a knowledge of punctuation rules, insert correct punctuation during or immediately following the dictation exercise.

Transcription practice should start early in the program. Initially small portions of time should be devoted to the transcribing of simple material, beginning with sentences and moving on to short paragraphs and letters from previously learned and well-practised lesson materials. Students should be encouraged to read ideas as well as words. As they acquire a "word sense", they should be able to use contextual cues to fill in the words they may have missed.

Proper transcription techniques should be demonstrated at regular intervals. Students should be involved in such pretranscription activities as reading notes in order to insert punctuation and paragraph indications, arranging work materials properly, and using reference materials, including a dictionary, correctly. As a post-transcription activity, students should proofread the keyed text before removing it from the typewriter or printing it from a screen display. Teachers should emphasize the following three separate facets of proofreading: content, overall appearance, and technical correctness.

Teachers should assign activities that have been especially designed to build transcription speed. One such activity would be to have students first key a passage from the longhand key, then key the same material from plate shorthand, and finally key it from their notes, attempting each time to maintain or increase their rate of speed.

Such activities will provide students with immediate feedback and will motivate and challenge them to improve their performance.

The following marking scale may be used in assigning marks for the timed component of transcription work:

General Level		Advanced Level	
Rate*	Mark	Rate*	Mark
20	10	25	10
19	9	24	9
18	8	23	8
17	7	22	7
16	6	21	6
15	5	20	5
14	4	19	4
13	3	18	3
12	2	17	2
11	1	16	1

*words per minute

Additional word-count time should be allowed for formatting, for machine manipulation, and for the keying of information that may not be dictated (e.g., the date, inside address, and closing lines of a letter). The length of the passage and the difficulty of the vocabulary should increase as the course progresses. Passages may be taken from text shorthand notes, or from dictation. Transcribing rates should be increased by five to ten words per minute where students are using self-correcting typewriters or text-editing equipment.

The following breakdown for the end-of-course assessment of student achievement should be used as a guide to both the variety and the weighting of the testing components required in Shorthand (BSH3G/3A):

Course Component	Testing Component	Per Cent
Shorthand Theory, Vocabulary Building, and Speed Building (assuming a 65 per cent emphasis)	Theory tests	25
	Timed reading	10
	Dictation	25
Transcription, Communication, and Language Skill Development (assuming a 25 per cent emphasis)	Transcription of dictated material	10
	Timed transcription from plate or correct shorthand notes	10
	Correct language use	10
Notemaking Techniques and Applications (assuming a 10 per cent emphasis)	Assignments and projects	10

Transcription tests should involve students in the recording of three passages, which should vary in degree of difficulty. One passage should have been well practised, either as homework or in class; the second passage should be familiar and should have been practised in class, but should be reworded or rearranged slightly for the test; the third passage should include new material, but any new vocabulary contained in it must be previewed and the subject matter of the passage explained to students before dictation.

Students should be required to transcribe any two of the three passages and should be allowed fifteen minutes for each transcript. Students achieving this standard on at least three occasions by the end of the course with no errors in transcription should receive full marks for the dictation-transcription component of the course.

Practised material is material that students have covered in homework or class activities. Previewed material is new material that has been examined in class, with unfamiliar words introduced and practised prior to the dictation.

Transcription rates should be calculated only on copy that has been marked for accuracy and received a passing grade. Students should indicate the time they took to transcribe their work and make the following calculation:

$$\frac{\text{Number of words in passage} + \text{Additional word-count credits}}{\text{Time (in minutes)}}$$

Each transcript can be assigned a mark of twenty-five, from which deductions for errors can be made. Two marks can be deducted for each of the following major errors:

- the omission, addition, repetition, substitution, or transposition of a word *that alters the meaning, omits an important idea, or creates a grammatical error*
- the use of longhand in shorthand notes, except to spell out proper names or write numbers
- a change in number, tense, or part of speech *that alters the meaning, omits an important idea, or creates a grammatical error*
- the misspelling of a word (not due to a keying error) (If the same word is misspelled more than once, teachers should deduct two marks once only.)
- a major punctuation or capitalization error resulting in a major grammatical problem (Alternative punctuation that does not change the meaning or the grammatical correctness of a sentence is permissible.)
- improper formatting procedures or an overall lack of neatness

One mark can be deducted for each of the following minor errors:

- the omission of the date, enclosure notation, or identification initials
- the incorrect division of a word at the end of a line
- an uncorrected keying error
- a poorly made correction
- a minor punctuation or capitalization error that does not create grammatical problems or change the meaning of the text
- the use of unauthorized abbreviations
- the omission or incorrect use of a hyphen

Where this first course in shorthand is offered at the advanced level, refer to the chart on page 78 of this document for the appropriate balance of evaluation components and adapt teaching strategies as follows:

- Theory should be introduced more quickly, and the time spent on developmental and drill work may be reduced. Students should be required to apply theory to new material at an earlier point in the course.
- Students' reading-speed goals should be increased; a rate of over 200 words per minute should be attainable on practised materials (see the chart on page 81).
- The development of language skills may include an extension of business-related and technical vocabulary, as well as grammar, spelling, and punctuation activities.
- Learning activities should be varied and should provide opportunities for students to analyse and evaluate tasks and make decisions with limited instruction and supervision.
- The composition of various types of business communications should occur throughout the final part of the course.
- The material used for dictation practice should be more difficult than that used in a general-level course and should require less preview.
- Sight dictation should be introduced sooner, and the speed of dictation should be increased at a faster rate.
- In notemaking, where time permits, students should be expected to apply their abilities to the analysis, synthesis, and evaluation of their reading materials and listening assignments.
- Students should be expected to transcribe at a higher rate (see the chart on page 82).

The following table outlines the core units of content for the course and the percentage of class time and relative emphasis for evaluation purposes that should be allocated to each unit. Note that the sequencing of units is left to the discretion of the teacher. The percentages suggested here allow for the inclusion of optional material of local interest within each unit or as an additional unit.

Suggested Time and Evaluation Framework

Unit	Per Cent of Course
I. Shorthand Theory and Vocabulary Building	55-65
II. Transcription and Language Development	25-35
III. Notemaking Techniques and Applications	10-20

Course Content

The main items of course content for each unit are presented in bold-face type. Each of these is followed by more specific learning opportunities that relate to the main item of content. Note that all of the items in bold face are core content.

I. Shorthand Theory and Vocabulary Building



Core Content

Students will:

1. **identify the concepts on which a shorthand system is based;**
 - understand the phonetic basis for shorthand systems;
 - recognize the sounds that make up words as each new element of theory is introduced;
 - identify the various uses of shorthand in business and industry;
2. **learn and apply the principles of a shorthand system;**
 - discover new shorthand principles during theory presentations;
 - participate in a variety of shorthand skill-building activities (i.e., reading, writing, dictation, and notemaking tasks);
3. **by the end of the course, read practised shorthand material at a rate of 150 to 175 words per minute at the general level of difficulty or 175 to 200 words per minute at the advanced level;**
 - read shorthand accurately, fluently, and with clarity;
 - read new vocabulary in sight passages in order to develop the habit of reading for meaning;
 - develop shorthand reading skills through the natural progression from simple to complex as follows: shorthand-stroke word recognition, phrase recognition, recognition of thought units in context;
 - read shorthand materials that are at an appropriate level of difficulty;
 - read first from text shorthand and as soon as possible from their own notes;
 - meet definite reading goals in order to build their reading speed;
 - extend their reading ability from notes written without time restrictions to dictated material;
4. **write shorthand outlines for words, brief forms, phrases, and sentences with a high degree of accuracy;**
 - use correct body and hand position, correct arm movement, efficient notebook management, and appropriate writing supplies;
 - practise penmanship techniques as an introduction to correct writing technique and later as a warm-up activity to build their confidence in writing outlines with a fluid motion;
 - progress from copying text shorthand to writing practised and unpractised material;
 - begin building their writing speed as soon as they start writing shorthand and continue to increase their speed throughout the course;
 - construct outlines for new vocabulary on the basis of the theory already mastered;

-
5. by the end of the course, record three passages of approximately ninety words each and with a syllabic intensity of 1.4 at the general level or 1.5 at the advanced level at a rate of sixty words per minute;

- record verbatim brief passages of dictation;
- record dictation from materials that progress through the following levels in order to achieve the required standard: (a) familiar and practised material, (b) familiar and practised material that has been rearranged or reworded, (c) familiar but unpractised material, (d) previewed new material;
- record passages of “sight” dictation for drill and practice but not for determining their dictation-transcription competencies;
- record dictated material that contains simple structural errors, omissions, or changes.

II. Transcription and Language Development



Core Content

Students will:

1. **identify the pretranscription process and the need for using correct procedures;**
 - perform pretranscription tasks that involve (a) the rapid reading of notes, (b) the insertion of correct punctuation, (c) the checking of grammar, punctuation, spelling, expression of numbers, capitalization, and so on, (d) the use of reference materials, (e) the arranging of materials to ensure an efficient flow of work;
2. **enhance their language proficiency;**
 - improve their facility with language through exercises in grammar, punctuation, spelling, capitalization, word division, and number presentation;
3. **continue to develop an understanding of business terminology;**
 - record dictation that contains common business and technological terms and concepts;
 - develop an understanding of the meaning of the passages they record;

4. develop their ability to use basic reference tools;

- use basic reference materials, including the dictionary and postal-code directories;

5. identify correct transcription procedures and develop the ability to apply these procedures to the preparation of an acceptable copy at a rate of fifteen to twenty words per minute at the general level or twenty to twenty-five words per minute at the advanced level by the end of the course (see the marking scale for timed transcription on page 82 of this document);

- develop correct transcription procedures, which include formatting the transcript properly on the page, reading the thought phrases and maintaining an even rate of keying at the keyboard, using reference materials if necessary, and proofreading and correcting errors;
- develop their transcription skills using the following materials in the sequence indicated: (a) plate shorthand, (b) their own notes copied from plate, (c) dictation from practised material, (d) dictation from practised but rearranged material, (e) dictation from previewed new material, (f) sight dictation from new material (for drill and practice only);
- begin developing pretranscription and transcription skills in the early stages of the course.

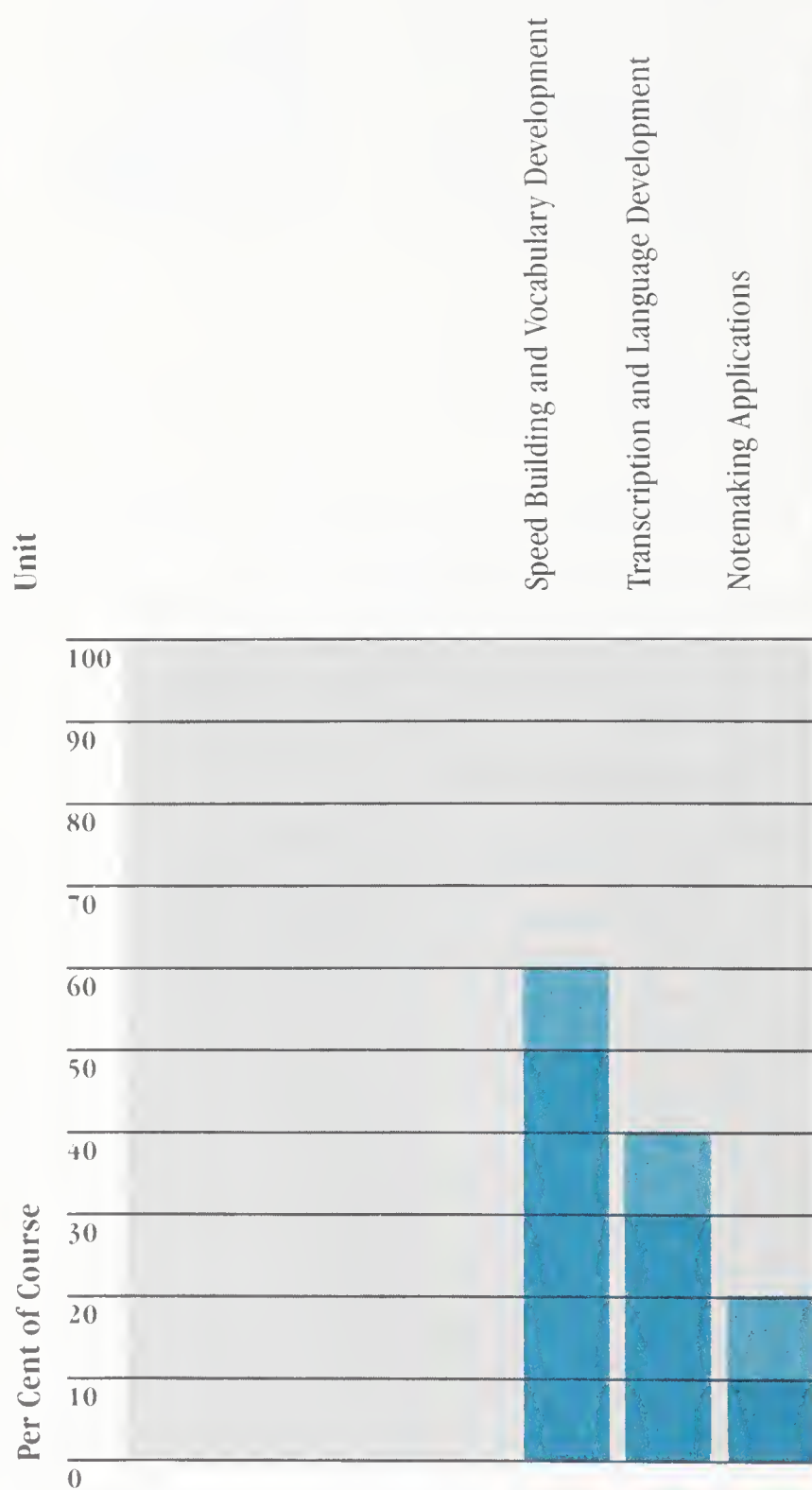
III. Notemaking Techniques and Applications

Core Content

Students will:

- 1. identify the components of and the purpose for notemaking;**
 - understand the notemaking process, the benefits of notemaking to learning and studying, and the applications of notemaking to business situations;
 - understand the following basic components of notemaking: listening, reading, observing, summarizing, organizing, outlining, recording, and reporting;
- 2. apply the components of notemaking;**
 - use each of the components of notemaking in the process of recording information in shorthand;
 - use notemaking procedures to prepare a short project, such as making notes for a speech, recording a lecture, or preparing for a test or examination.

Shorthand, General or Advanced Level (BSH4G/4A)



Introduction

Students will record dictated material at ninety words per minute and transcribe their notes using effective language and notemaking skills. If Shorthand (BSH4G/4A) is taken as a one-credit course, students will be expected to acquire the ability to write shorthand at eighty words per minute. The skills acquired in this Senior Division course are appropriate preparation for job entry into business or for further study at a college of applied arts and technology. Students may earn a maximum of two credits in this course, for which the prerequisite is Shorthand (BSH3G/3A).

When this course is offered at the advanced level of difficulty, it is expected that the material used for dictation will be longer, more complex, and more specific to various types of business activities and professions than that used in a general-level course. Students should be required to demonstrate a higher level of language skill and to produce transcripts from more abstract and complex material.

At either the general or the advanced level of difficulty, this course should provide students with opportunities to:

- review and reinforce the principles of the shorthand system studied in Shorthand (BSH3G/3A);
- expand their shorthand vocabulary;
- acquire increased competence in reading and writing shorthand, taking dictation, producing mailable transcripts, and applying the mechanics of language;
- review notemaking skills and apply them to a variety of tasks and projects;
- demonstrate efficient work habits in the performance of all tasks.

Teaching and Assessment Strategies

The teaching and assessment strategies included here are specific to this shorthand course at the general or advanced level and are suggested in addition to the general strategies for teaching and for evaluating student achievement outlined in the introduction to this program and in the business studies policy document, *Policy for Program Planning and Delivery*. Many of the strategies suggested in Shorthand (BSH3G/3A) are also appropriate in Shorthand (BSH4G/4A).

Students in Shorthand (BSH4G/4A) should be offered opportunities to expand their shorthand vocabulary, improve their shorthand reading and writing skills, increase the speed at which they record dictated materials, improve their ability to produce mailable transcripts, and further develop their notemaking and composition skills.

The first few lessons in the course should be devoted to reviewing shorthand theory and to helping students become more comfortable and confident in reading and writing in shorthand and in transcribing from their shorthand notes. The review of shorthand theory and dictation and transcription practice should be components of every lesson.

Homework should be assigned regularly and checked frequently. Homework assignments should reflect the general intent of the course and should be designed to help students improve their ability to record and transcribe shorthand. Teachers should require students to review and practise for homework the material that will be dictated and transcribed in class the following day. Students could be asked to listen to a particular radio or television program and record the important points for transcription the next day. Recording shorthand dictation from tapes at speeds slightly higher than they are accustomed to is also an effective homework assignment for students.

Rapid reading should be encouraged throughout the course. Student readings should be assigned, practised, and timed on a regular basis to motivate and challenge students to improve their ability to read quickly and accurately. The following scale may be used in assigning marks for shorthand reading activities:

General Level		Advanced Level	
Rate*	Mark	Rate*	Mark
250	10	275	10
245	9	270	9
240	8	265	8
235	7	260	7
230	6	255	6
225	5	250	5
220	4	245	4
215	3	240	3
210	2	235	2
205	1	230	1

* words per minute

In order to help students improve their ability to record dictation accurately at high rates of speed, teachers should:

- preview difficult or unfamiliar vocabulary;
- gradually increase the dictation speed;
- use relatively short dictation time intervals for each dictation offered at a higher rate of speed;
- drop back occasionally to a middle or control speed and give continuous dictation over an extended period of time;
- have students read back parts of the dictation to verify their progress and demonstrate their ability to record dictation at that speed;
- repeat the same dictation so that students can practise and improve their writing abilities.

The preparation of transcripts of mailable quality is an important component of this course. Students should be encouraged to transcribe quickly and efficiently. The following marking scale may be used in assigning marks for the timed component of transcription work:

General Level		Advanced Level	
Rate*	Mark	Rate*	Mark
25	10	30	10
24	9	29	9
23	8	28	8
22	7	27	7
21	6	26	6
20	5	25	5
19	4	24	4
18	3	23	3
17	2	22	2
16	1	21	1

*words per minute

Additional word-count time should be allowed for formatting, for machine manipulation, and for the keying of information that may not be dictated (e.g., the date, inside address, and closing lines in a letter). The length of the passages and the difficulty of their vocabulary should increase as the course progresses. Transcribing rates should be increased by five to ten words per minute where students are transcribing on self-correcting typewriters or text-editing equipment.

The scheme suggested for marking transcripts in the Shorthand (BSH3G/3A) course on pages 83 and 84 of this document should be used in this course as well.

The dictation for transcription tests should consist of previewed new material that includes a wide range of common words. The general subject of the passages should be explained to students prior to dictation. There should be a one-to-two-minute pause between passages. Students should then be required to transcribe any two of the three passages dictated. They should be given approximately fifteen minutes for each transcript. Students who demonstrate their ability to transcribe accurately two of the three passages dictated on at least three occasions with no errors in transcription should receive full marks for the dictation-transcription-competence portion of the course. Where Shorthand (BSH4G/4A) is offered as a two-credit course, these rates should be increased by five words per minute.

Where this second course in shorthand is offered at the advanced level, refer to the chart on page 78 of this document for the appropriate balance of evaluation components and adapt teaching strategies to include:

- higher reading-speed goals (see the chart on page 89);
- more sight dictation;
- a more challenging vocabulary with less preview;
- more varied composition assignments requiring more research and analysis;
- fewer instructions for exercises, so that students are provided with more opportunities for individual decision making;
- the expectation that students will have acquired a more extensive understanding of business concepts and terminology;
- activities that allow students to use a variety of reference materials;
- a faster transcription rate (see the chart on this page).

The following table outlines the core units of content for the course and the percentage of class time and relative emphasis for evaluation purposes that should be allocated to each unit. Note that the sequencing of units is left to the discretion of the teacher. The percentages suggested here allow for the inclusion of optional material of local interest within each unit or as an additional unit.

Suggested Time and Evaluation Framework

Unit	Per Cent of Course
I. Speed Building and Vocabulary Development	50-60
II. Transcription and Language Development	30-40
III. Notemaking Applications	10-20

Course Content

The main items of course content for each unit are presented in bold-face type. Each of these is followed by more specific learning opportunities that relate to the main item of content. Note that all of the items in bold face are core content.



I. Speed Building and Vocabulary Development

Core Content

Students will:

1. **review shorthand theory;**
 - improve and expand their knowledge of the principles of the shorthand system used;
2. **expand their shorthand vocabulary to include common proper names and places as well as business terminology;**
3. **apply the principles of the shorthand system at a more expert level;**
4. **read a variety of shorthand materials that progress from the simple to the complex at a rate of 225 to 250 words per minute at the general level or 250 to 275 words per minute at the advanced level;**
 - read individually, in pairs, or in groups;
 - set individual goals for the improvement of their reading of their own shorthand notes during class sessions and for homework assignments;
 - improve their ability to read their shorthand notes fluently, with attention to punctuation and meaning;

5. write shorthand;

- write practised material fluently and initiate new outlines quickly and without hesitation;
- refine their writing technique;
- improve their ability to construct correct outlines;

6. record passages of 100 to 120 words in length, with a syllabic intensity of 1.4 at the general level or 1.5 at the advanced level at a rate of 90 words per minute (students taking Shorthand [BSH4G/4A] as a one-credit course will be able to record three letters of 100 to 120 words in length with a syllabic intensity of 1.4 at a rate of 80 words per minute);

- progress from taking dictation on practised material to taking dictation on rearranged, previewed, and finally unpreviewed materials;
- take dictation at progressively increasing rates of speed in order to achieve their speed potential as writers of shorthand;

7. record passages dictated in a simulated office style that includes corrections, interruptions, and varying speeds;

- develop their ability to take dictation from different sources, regardless of variations in voice, pronunciation, or inflection.

II. Transcription and Language Development

Core Content

Students will:

1. transcribe material of 100 to 120 words in length at a rate of 20 to 25 words per minute at the general level or 25 to 30 words per minute at the advanced level to meet standards of mailable quality (students taking Shorthand [BSH4G/4A] as a one-credit course should be able to transcribe 20 to 25 words per minute by the end of the course);

- improve their transcription technique and speed through the review and drill of pretranscription and transcription procedures;
- develop their transcription abilities progressively through the transcription of the following: text shorthand (plate) during the review period, dictated practised material, dictated practised but rearranged material, previewed new material, unpreviewed new material;

2. develop and apply effective language skills;

- become aware of their particular areas of weakness in language and improve their language facility through skill-building exercises in grammar, punctuation, spelling, and word division;

3. continue to develop an understanding of business terminology;

- record dictation that contains common business and technological terms and concepts;
- develop an understanding of the meaning of the passages they record.

III. Notemaking Applications

Core Content

Students will:

1. **review the notemaking skills learned in Shorthand (BSH3G/3A);**
 - improve their ability to listen actively, to read, and to observe;
 - develop their ability to record, summarize, recall, and report the important points in what they have heard, read, or observed;
 - develop their ability to organize material in a meaningful way;
2. **learn the additional notemaking skills of researching and composing;**
 - use a variety of reference materials, including encyclopedias, books of quotations, gazeteers, atlases, and handbooks;
 - understand that business communications should be clear, concise, correct, complete, and considerate;
3. **apply the components of notemaking to a variety of activities and projects;**
 - summarize information that they have heard or read from hard copy or from video display;
 - take notes in shorthand at a meeting;
 - take brief shorthand notes of oral instructions for tasks to be performed or information to be communicated to others;



4. **develop the ability to compose effective business communications from brief shorthand notes to produce a mailable document;**

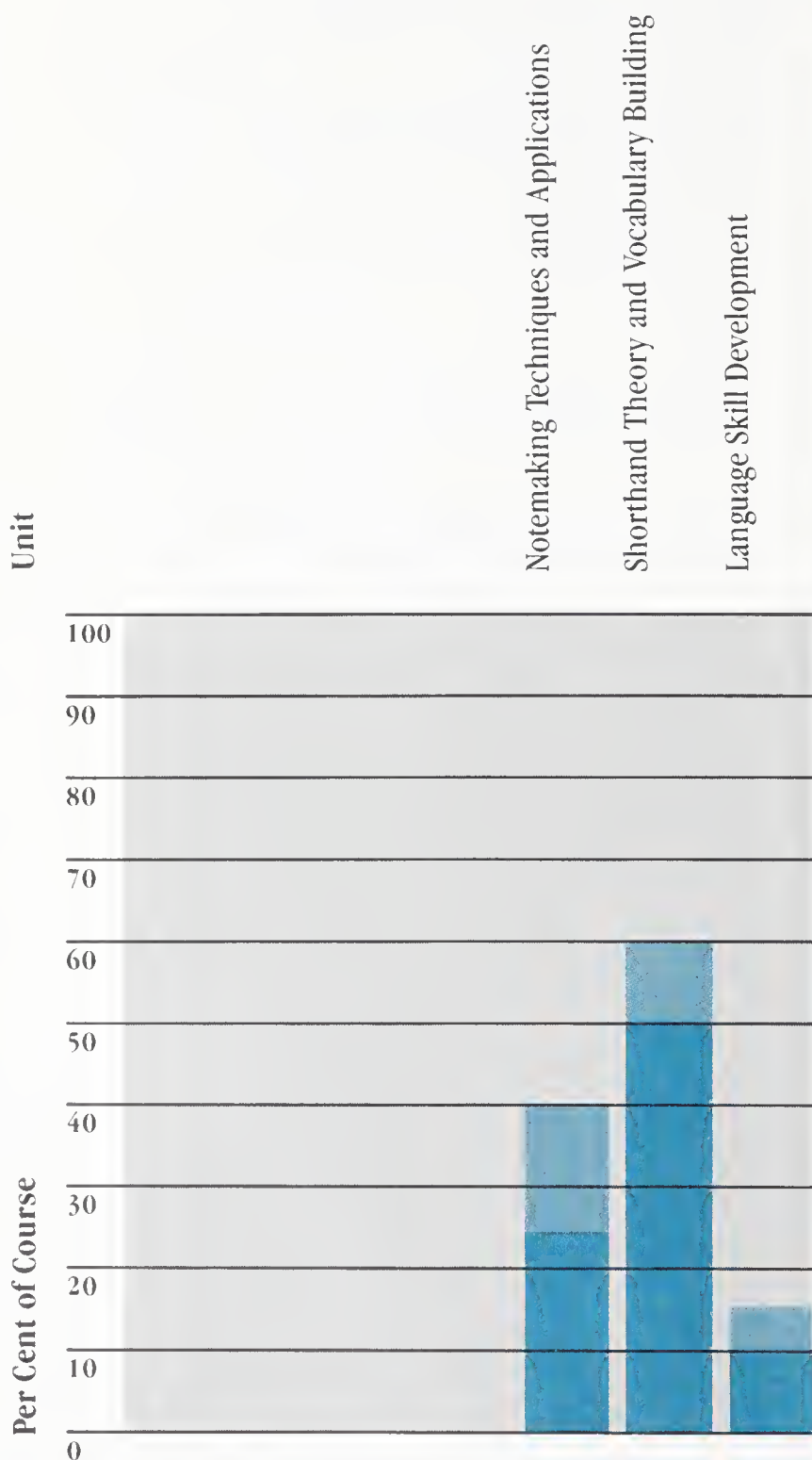
- apply the characteristics of effective business communications and notemaking to the composition and keying of messages, short letters, and memoranda.

Optional Content

Students will:

- *develop the ability to dictate effectively;*
 - understand the characteristics of effective dictation;
 - dictate from prepared material;
 - dictate business communications that they have originated.

Notemaking, General Level (BSN)



Introduction

Students will acquire the ability to apply notemaking skills and to record information using a shorthand system. This Senior Division course will meet the needs of students who wish to acquire notemaking skills for personal use or for further application in postsecondary education or in the world of work. There are no prerequisites for this course.

Students should be provided with opportunities to:

- develop proficiency in a shorthand system;
- demonstrate proficiency in basic notemaking skills;
- develop the habit of employing notemaking skills in other subject areas and for personal use;
- improve their language skills;
- demonstrate efficient work habits.

Teaching and Assessment Strategies

The teaching and assessment strategies included here are specific to this notemaking course at the general level and are suggested in addition to the general strategies for teaching and for evaluating student achievement outlined in the introduction to this program and in the business studies policy document *Policy for Program Planning and Delivery*.

Shorthand theory should be taught as quickly as possible. While the ability to record material verbatim is not the prime objective of a notemaking course, attention should be paid to students' need to acquire sufficient competency with a shorthand system to enable them to apply this skill effectively in their notemaking activities.

To this end, they should be able, by the end of the course, to record a minimum of three passages with a syllabic intensity of 1.4 and an approximate length of seventy-five words each at a rate of fifty words per minute. The three passages selected for each dictation-transcription session should vary in their degree of difficulty. One passage might be taken from well-practised material; another could originate in familiar and practised material, with one or two changes made to the content or to the arrangement of the information; and the final passage could consist of new material. Teachers should preview and discuss all new vocabulary and content with students before dictation begins.

Students should be required to transcribe two of the three passages in longhand or at a keyboard. Transcripts should meet an acceptable standard and should reflect students' ability to use a shorthand system to record and transcribe accurately.

The development of students' ability to make a non-verbatim record of important points in what they read, hear, or see is the major intent of this course and should constitute the prime focus for both classroom activity and the evaluation of student performance. Students should be required to practise their notemaking skills by recording important points from lectures, films, speeches, interviews, meetings, oral instructions, telephone messages, and radio or television broadcasts.

Notemaking assignments may be completed in longhand or at a keyboard, depending on the skill of the students involved and on the availability of equipment. Whether they have keyboarding skills or not, students will be at a distinct advantage if text-editing equipment is available for their use in this course.

The following table outlines the core units of content for the course and the percentage of class time and relative emphasis for evaluation purposes that should be allocated to each. Note that the sequencing of units is left to the discretion of the teacher. The percentages suggested here allow for the inclusion of optional material of local interest within each unit or as an additional unit.

Suggested Time and Evaluation Framework

Unit	Per Cent of Course
I. Notemaking Techniques and Applications	25-40
II. Shorthand Theory and Vocabulary Building	50-60
III. Language Skill Development	10-15

Course Content

The main items of course content for each unit are presented in bold-face type. Each of these is followed by more specific learning opportunities that relate to the main item of content. Note that all of the items in bold face are core content.

I. Notemaking Techniques and Applications



Core Content

Students will:

1. **recognize the importance of verbal and non-verbal communications;**
 - practise the techniques they require to become skilled senders and receivers of messages;
 - recognize and interpret non-verbal as well as verbal cues in order to decipher messages accurately;
2. **apply the components of effective receptive (reading, listening, viewing) skills;**
 - progress from the identification of the main idea in simple reading, listening, or viewing exercises to the identification of the main idea, secondary points, and supporting material;
 - paraphrase brief passages delivered orally or in written form;
3. **apply the components of effective notemaking skills;**
 - practise the recording and recalling of important points from material presented in oral or written form;
 - use research and notemaking skills to prepare a variety of written materials, such as messages, notes, letters, reports, press releases, and newspaper articles;
- participate in activities designed to improve their ability to organize material, evaluate its importance, and concentrate on its content;
- use mechanical symbols and formatting techniques to serve as indicators when setting up major and minor headings, definitions, examples, comparisons, and conclusions;
4. **develop effective thinking skills;**
 - participate in activities designed to build retention and recall;
 - recognize verbal or written cues that help one to organize information;
 - apply the mechanics of notemaking and listening to the recording of notes from brief oral presentations, films, lectures, meetings, debates, study-group sessions, and print material;
5. **use basic reference materials;**
 - locate information in a dictionary, a thesaurus, a postal-code directory, a book of quotations, an encyclopedia, a gazeteer, an atlas, and other handbooks;
 - locate information by using a card catalogue, microfiche, videotex system, reader's guide, or computer program;
6. **prepare the records of a meeting;**
 - participate in the planning of a meeting, prepare an agenda, and examine a set of minutes;
 - identify the difficulties involved in taking minutes;
 - digest the information presented at a meeting or in a class discussion, record the pertinent information, and prepare a set of formal minutes;
7. **apply effective notemaking skills to the completion of a project or assignment;**
 - use notemaking skills to prepare notes for a speech or debate;
 - use notemaking skills to prepare a record of a speech, lecture, film presentation, newspaper or journal article, interview, or class discussion;
 - use notemaking skills to prepare study notes for an examination.

II. Shorthand Theory and Vocabulary Building

Core Content

Students will:

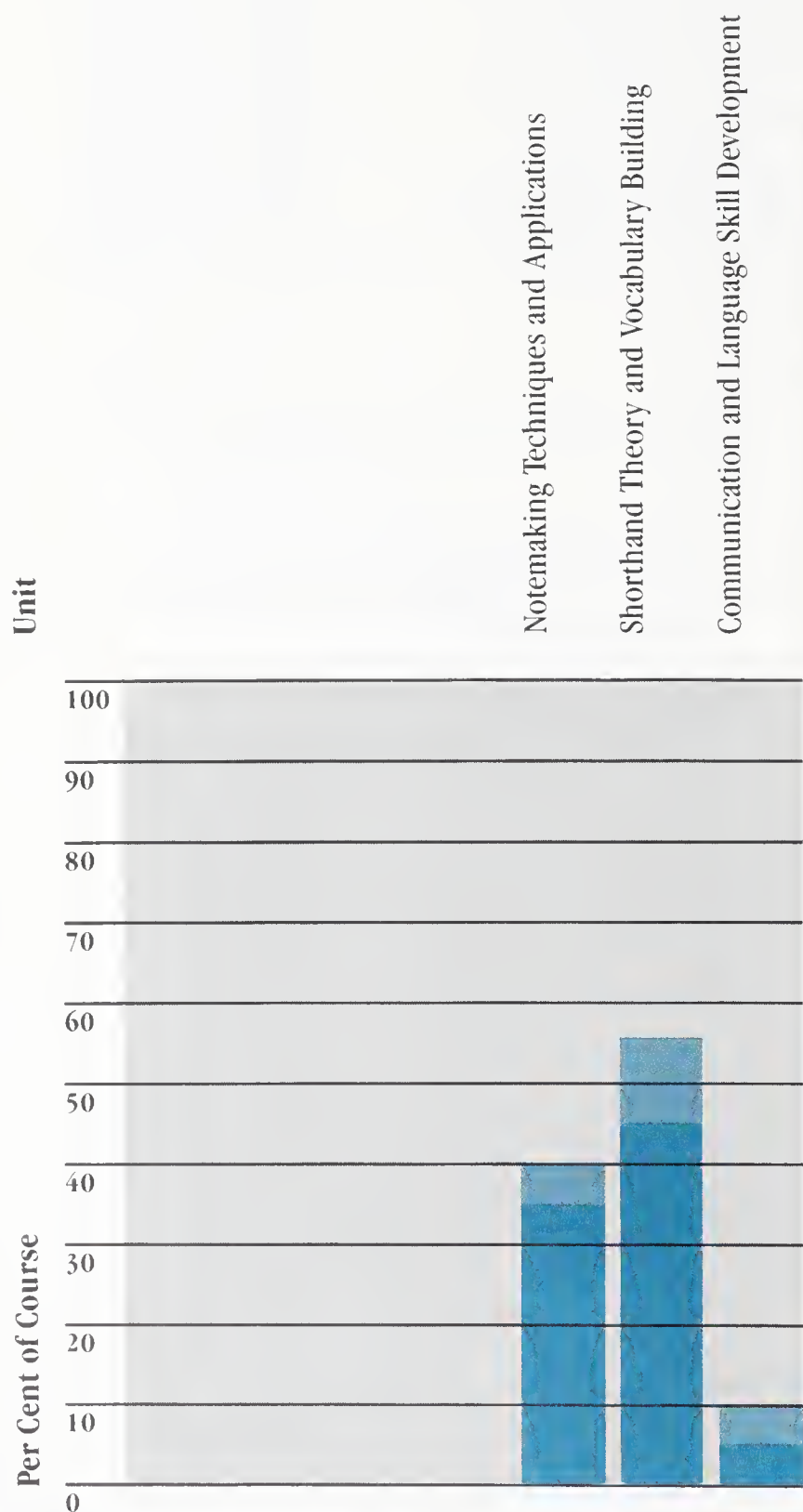
1. **identify and apply the concepts on which the shorthand system for notemaking is based;**
 - recognize the phonetic basis for a shorthand system;
2. **read fluently from shorthand notes;**
 - build their reading skills through a progression from word-unit recognition to phrases, thought units, and complete statements;
 - read first from notes that they have written in shorthand without time restrictions and later from notes recorded in a lecture or meeting situation;
 - read material written in shorthand for meaning and to identify important points;
3. **write shorthand notes with a high degree of accuracy;**
 - use correct body and hand positions, correct arm movements, efficient notebook procedures, and appropriate writing materials;
 - increase their speed in writing throughout the course;
 - apply theory components to the writing of outlines for new vocabulary;
 - record brief passages of dictation verbatim and non-verbatim;
 - record point-form notes from lecture-style material.

III. Language Skill Development

Core Content

Students will:

- **develop increased competency in language usage;**
 - spell and understand the meaning of the words used in shorthand learning activities;
 - strengthen specific areas of weakness through remediation activities;
 - develop effective language skills in conjunction with their assignments.



Notemaking, Advanced Level (BSN)

Introduction

Students will develop the ability to apply advanced notemaking skills to the rapid recording of information and to integrate effective communication and language skills into the notemaking process. This Senior Division course will meet the needs of students who wish to acquire notemaking skills for use in secondary school or at a postsecondary level. There are no prerequisites for this course.

Students should be provided with opportunities to:

- learn and apply the principles of a shorthand system;
- demonstrate an understanding of the purpose of efficient notemaking procedures;
- use the notemaking process efficiently;
- develop the habit of using notemaking techniques in other subject areas and for personal use;
- integrate effective communication and language skills into the notemaking process;
- demonstrate efficient work habits.

Teaching and Assessment Strategies

The teaching and assessment strategies included here are specific to this notemaking course at the advanced level and are suggested in addition to the general strategies for teaching and for evaluating student achievement outlined in the introduction to this program and in the business studies policy document *Policy for Program Planning and Delivery*.

Shorthand theory should be taught as quickly as possible. While the ability to record material verbatim is not the prime objective of a notemaking course, attention should be paid to students' need to acquire sufficient competency with a shorthand system to enable them to apply this skill effectively in their notemaking activities.

To this end, they should be able, by the end of the course, to record a minimum of three passages with a syllabic intensity of 1.5 and an approximate length of one hundred words each at a rate of fifty words per minute. The three passages selected for each dictation-transcription session should vary in their degree of difficulty. One passage might be taken from well-practised material; another could originate in familiar and practised material, with one or two changes made to the content or to the arrangement of the information; and the final passage could consist of new material. Teachers should preview and discuss all new vocabulary and content with students before dictation begins.

Students should be required to transcribe two of the three passages in longhand or at a keyboard. Transcripts should meet an acceptable standard and should reflect students' ability to use a shorthand system to record and transcribe accurately.

The development of students' ability to make a non-verbatim record of important points in what they read, hear, or see is the major intent of this course and should constitute the prime focus for both classroom activity and the evaluation of student performance. Students should be required to practise their notemaking skills by recording important points from lectures, films, speeches, interviews, meetings, oral instructions, telephone messages, and radio or television broadcasts.

Notemaking assignments may be completed in longhand or at a keyboard, depending on the skill of the students involved and on the availability of equipment. Whether they have keyboarding skills or not, students will be at a distinct advantage if text-editing equipment is available for their use in this course.

The following table outlines the core units of content for the course and the percentage of class time and relative emphasis for evaluation purposes that should be allocated to each. Note that the sequencing of units is left to the discretion of the teacher. The percentages suggested here allow for the inclusion of optional material of local interest within each unit or as an additional unit.

Suggested Time and Evaluation Framework

Unit	Per Cent of Course
I. Notemaking Techniques and Applications	35-40
II. Shorthand Theory and Vocabulary Building	45-55
III. Communication and Language Skill Development	5-10

Course Content

The main items of course content for each unit are presented in bold-face type. Each of these is followed by more specific learning opportunities that relate to the main item of content. Note that all of the items in bold face are core content.



I. Notemaking Techniques and Applications

Core Content

Students will:

1. determine the purpose of effective notemaking;

- use notemaking skills to improve their learning abilities and study skills;
- apply notemaking skills for personal or business use;

2. apply the components of effective receptive (reading, listening, viewing) skills;

- progress from the identification of the main idea in simple reading, listening, or viewing exercises to the identification of the main ideas, secondary points, and supporting material in longer and more varied presentations;
- paraphrase material delivered orally or in written form;
- use critical-judgement skills to evaluate material that they receive and to discriminate between information that is accurate and well-presented and that which contains exaggerations or underestimations or is disorganized, irrelevant, or emotionally presented;

3. apply the components of effective notemaking skills;

- identify and apply the skills of effective listening, reading, observing, summarizing, organizing, outlining, recording, reporting, recalling, researching, and composing;
- practise the recording, reporting, and recalling of important points from material presented in oral or written form;
- use research and notemaking skills to prepare a variety of written materials, such as messages, notes, letters, reports, press releases, and newspaper articles;
- participate in activities designed to improve their ability to organize material, to evaluate its importance, and to concentrate on the information presented;
- use mechanical symbols and formatting techniques to serve as indicators when setting up major and minor headings, definitions, abbreviations, examples, comparisons, and conclusions;
- summarize information from oral and written presentations by extracting important details and expressing key issues accurately;
- practise the writing of specialized vocabulary from other subject or interest areas using shorthand and notemaking principles or abbreviations;
- develop individual methods for abbreviating new terms as they hear them;

4. use critical-thinking skills to develop their ability to organize material, resolve questions of format or content, and evaluate the relevance of major and minor points;

- participate in activities designed to build retention and recall;
- recognize verbal or written cues that help one to organize information;
- apply the mechanics of notemaking and listening to the recording of notes from brief oral presentations, films, lectures, meetings, debates, study-group sessions, and print material;
- explore and use a variety of study techniques;
- design a personal study guide and timetable;
- identify the importance of mind set and physical state for the writing of examinations;
- categorize examination questions in a variety of subject areas and design effective study strategies for each;

5. use a variety of reference materials;

- participate in research activities designed to help them locate information in a dictionary, a thesaurus, a postal-code directory, a book of quotations, an encyclopedia, a gazeteer, an atlas, and a variety of other kinds of handbooks;
- locate information by using a card catalogue, microfiche, videotex system, reader's guide, or computer program;
- prepare the minutes of a meeting;
- participate in the planning of a meeting, prepare an agenda, and examine a set of minutes;
- identify the difficulties involved in taking minutes;
- digest the information presented at a meeting or in a class discussion, record the pertinent information, and prepare a set of formal minutes;

6. apply effective notemaking skills to the completion of a project or assignment;

- use notemaking skills to prepare the notes for a speech or debate;
- prepare an outline for a report, using file cards or other notemaking techniques to record information from research;
- use notemaking skills to prepare a record of a speech, lecture, film presentation, newspaper or journal article, interview, or class discussion;
- use notemaking skills to prepare study notes for an examination;
- use their analytical skills to categorize information;

7. develop the ability to dictate effectively;

- identify the skills required for organizing material to be dictated, develop a plan, and follow it in dictating activities.

II. Shorthand Theory and Vocabulary Building



Core Content

Students will:

1. identify and apply the concepts on which the shorthand system for notemaking is based;

- recognize the phonetic basis for a shorthand system;

2. read fluently from shorthand notes;

- build their reading skills through a progression from word-unit recognition to phrases, thought units, and complete statements;
- read first from notes that they have written in shorthand without time restrictions and later from notes recorded in a lecture or meeting situation;
- read material written in shorthand for meaning and identification of important points;
- read new material at sight;

3. write shorthand notes with a high degree of accuracy;

- use correct body and hand positions, correct arm movements, efficient notebook procedures, and appropriate writing materials;
- increase their speed in writing throughout the course;
- apply theory components to the writing of outlines for new vocabulary;
- record brief passages of dictation verbatim and non-verbatim;
- record point-form notes from lecture-style material;
- use their notemaking and writing skills to produce a variety of written materials.

III. Communication and Language Skill Development



Core Content

Students will:

- **demonstrate an increased competency in effective communication;**
 - identify and apply the techniques necessary to a skilled sender and receiver of messages;
 - examine and use a variety of communication media;
 - identify appropriate levels of language for a variety of communication situations;
 - identify potential barriers to effective communication;
 - apply the techniques necessary to a skilled communicator;
 - recognize and interpret non-verbal as well as verbal cues in order to decipher messages accurately;
 - participate in activities involving body language to develop their ability to recognize and interpret non-verbal as well as verbal cues in order to decipher messages accurately.

